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Guidance procedures below the Junior
high school

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BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Thesis
GUIDANCE PROCEDURES BELOW
THE JUNIOR HIGH SCHOOL

Submitted by

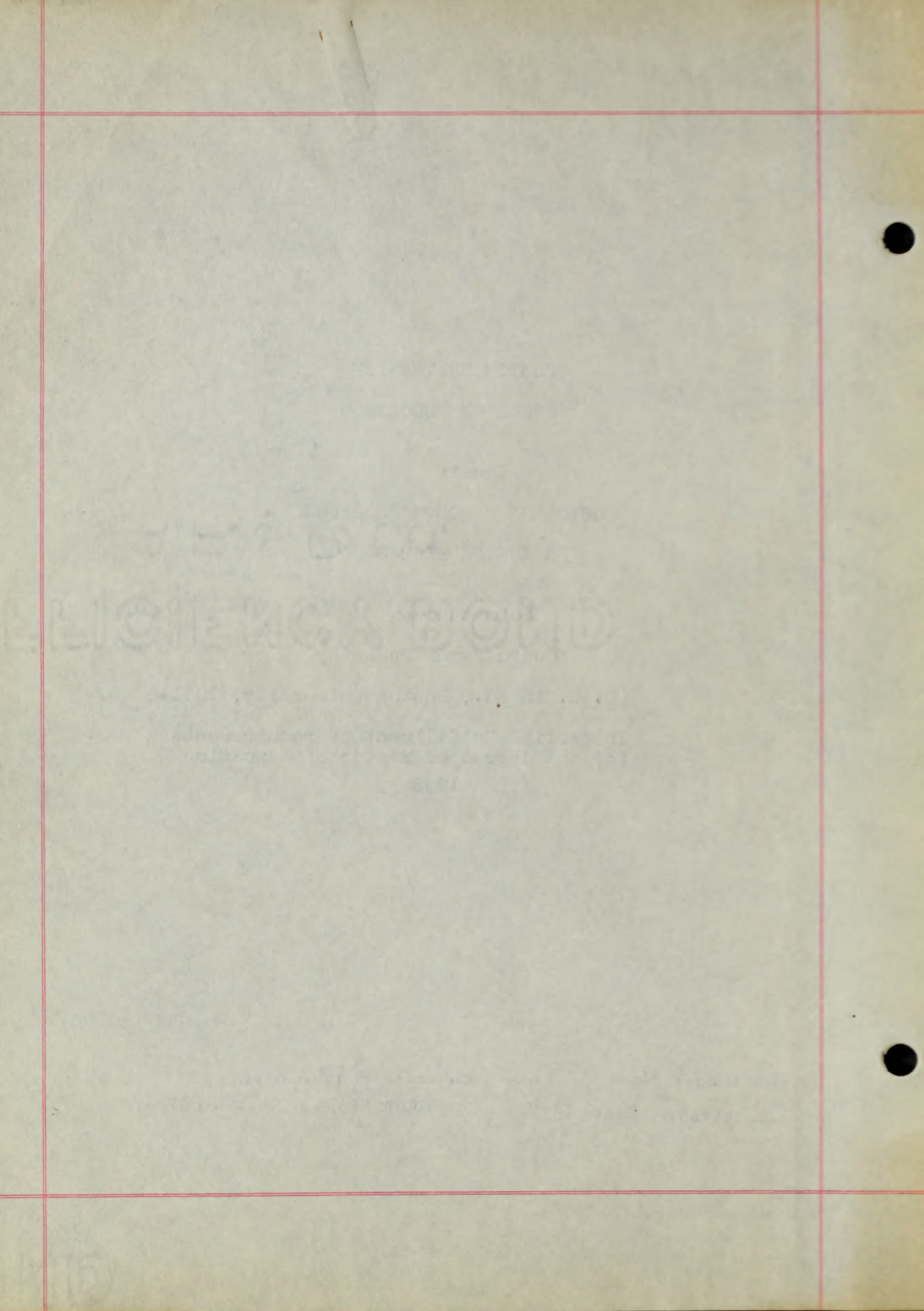
Edward James McCarthy

(B. S. in Ed., Boston University, 1931)

In partial fulfillment of requirements
for the degree of Master of Education

1933

First Reader: Jesse B. Davis, Professor of Education
Second Reader: Mabel C. Bagg, Assistant Professor of Education



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1. Meaning of Title

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I. INTRODUCTION

The world in which we live is rapidly changing, and the accompanying effect on its people is great. We have complex, social, economic, and civic problems which are vitally challenging our ways and standards of life and the present attempts at solution indicate supreme difficulty in creating satisfactory adjustments*. For the schools to prepare each pupil for a satisfactory placement in life, guidance is necessary. "It must be remembered that individuals differ in inheritance and in training. No individual is exactly the same as another in appearance, strength, endurance, mental ability, physical ability, and ambition. Yet, society has a place for, and can use, every type of skill, intelligence, and moral attribute."** An individual needs to find his place in order that he may render a maximum of service and in turn obtain a maximum of pleasure out of life. Failure for one to make proper adjustments leads to personal unhappiness and waste to his society. To prepare youth for an adequate, complete living we must utilize all the available means that are incorporated into the school.

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* Principles of Guidance		A. J. Jones
McGraw Hill Co.	1930	p. 17
**Principles of Educational Sociology	W. R. Smith	
Houghton, Mifflin Co.	1928	p. 700

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1. Meaning of Life

This word guidance is freely used by educators when discussing the chief need of the schools, but unless there is accord as to a common understanding of the word, little achievement can be made. A legend referring to a dictionary would learn that guidance is directing, governing, regulating,

* Principles of Guidance
McGraw Hill Co. 1930
p. IV
A. J. Jones
Principles of Educational Sociology
McGraw Hill Co. 1933
p. 709
W. E. Smith

conducting or leading. In a perusal of educational books he would meet such terms as educational guidance, guidance for personal well being, moral guidance, health guidance, emotional guidance, and vocational guidance. A hasty glance to find an adequate definition might leave him in a quandary.

To understand the meaning of the title "Guidance Procedures Below the Junior High School", it is necessary to know: (a) the purpose of the elementary school, and (b) the chief aim of education.

The elementary school limits its work to teaching those elements of study which are of common value to all pupils, without consideration of sex or specific future occupations.* All must know how to read, write, and use the general processes of number, all need to know the more important stories and facts of such subjects as geography, history, literature and science, as these enter into present future life.** These needs are necessary to our democratic form of living. Of course, this does not mean that individual differences are not respected, but it does mean that all elementary school learning is directed to those mentioned elements, a knowledge and appreciation of which are necessary for people to efficiently and harmoniously live together. The elementary school, then, is essentially a common preparatory school which does the basic work of giving the knowledges, skills, and attitudes on which further education of the child may be built. The general characteristics of this school may be summarized as follows:

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| * Elementary Principles of Education | Thorndike and Gates |
| MacMillan Co. | p.310 |
| **The Elementary School Curriculum | F. G. Bonser |
| MacMillan Co. | pp. 61-62 |

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To understand the meaning of the title "Guidance" we must know the Junior High School, it is necessary to know (a) the purpose of the elementary school, and (b) the chief aim of education.

The elementary school finds its work to teaching those elements of study which are of common value to all pupils without consideration of sex or specific future occupations. All must know how to read, write, and use the general processes of number, all need to know the more important stories and facts of each subject as geography, history, literature and science, as these enter into present future life. These needs are necessary to our democratic form of living. Of course, this does not mean that individual differences are not respected, but it does mean that all elementary school learning is directed to those mentioned elements, a knowledge and appreciation of which are necessary for people to efficiently and harmoniously live together. The elementary school, then, is essentially a common preparatory school which does the basic work of giving the foundation, skills, and attitudes on which further education of the child may be built. The general characteristics of this school may be summarized as follows:

Elementary Education in the United States	1928	Macmillan Co.
Elementary School Curriculum	1927	Macmillan Co.
T. G. Bonser	pp. 61-62	
Thorndike and Woodworth	p. 210	

1. It is the school which has the first contact with the child as far as formal education is concerned.

2. It is a school in which the curriculum objectives are not specialized.

3. It is a six year school having for the principal aim the preparation of the children for the second period of training which is the next unit- the junior high school.

4. The school is charged with the responsibility of educating a group of pupils with wide ranges of interests, attitudes, and abilities to their maximum efficiencies, in those basic fundamental subjects previously indicated.

"The purpose of the school is to serve society and the individual as a member of society."^{*} Education should develop each individual to find his place in the world. This includes not only vocational, but social and civic aims as well. The former, however, is the most essential as the latter responsibilities vary inversely with the position vocationally attained in life. In life it is necessary to obtain a living^{**} which may be said to consist of being able to support a family and oneself with sufficient food, clothing, and adequate shelter comparable with the social demands of one's fitted level of society. To fill this objective, then, education should consist of continual guidance along the lines best suited for the individual to attain this end.

"The general aim of increasing the fullness of life for each individual by promoting the welfare of society at large

* Child Life and the Curriculum
World Book Co. 1921
**The Curriculum
Houghton, Mifflin Co. 1918

J. L. Meriam
p. 75
Franklin Bobbitt
p. 55

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Child Life and the Curriculum	1921	G. L. Morison
Child Book Co.		p. 78
Curriculum		Franklin Bobbitt
Houghton, Mifflin Co.	1918	p. 68

requires not only adjustment to the needs of each stage in development during the whole period but specialization in school to harmonize with different careers in after-school life."*

Guidance should be the big steering principle to permeate the fabric of the school. "Guidance is based on the one hand, upon the abilities and needs of the individual pupils; on the other, upon the activities in which they engage as children or will engage as adults."** This implies the necessity of discovery of individual capacities and interests and adapting the school curriculum to develop individuals to their maximum. To do this job effectively we must, as completely as possible, know the child; to understand the child we must become acquainted with his environment; know his condition of health; discover his morals; find how he spends his leisure time; test him for his intelligence and special abilities.*** Then we must adapt and adjust our courses so that he will find himself. To determine the extent to which this is being done, then, and to make recommendations therefrom, is the purpose of this study.

- In Aberdeen, Scotland, in 1908. In these appeared my first publications in this country they may have had influence on our early pamphlets. Frank Parsons was instrumental in starting the Vocation Bureau in Boston, as an outgrowth of his work in the North End Settlement of that city. In 1909 there appeared his "Choosing a Vocation" which was a pioneer of such material in our country. Meyer Bloomfield
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|--------------------------------------|-----------------------|------|---------------------|
| * Elementary Principles of Education | MacMillan Co. | 1929 | Thorndike and Gates |
| | | | p. 304 |
| ** Secondary Education | Houghton, Mifflin Co. | 1927 | A. A. Douglass |
| | | | p. 254 |
| ***ibid. | | | p. 255 |

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II. HISTORY OF THE GUIDANCE MOVEMENT

1. Early tendencies

In recalling the history of the guidance movement, it is not surprising that consideration was very early given to the vocational phase of guidance. The value of vocational selection was considered by Plato in his Republic*. An elaborate vocational guide-book was published by T. Waller in 1747*. If we may take Smith's* word for it, "the phrenologists gave excellent analyses of the requirements of the various occupations in the early years of the nineteenth century, and attempted to aid young people in vocational choice by analyzing their cranial qualities." It is not hard to appreciate that the guild system of the Middle Ages acted - even though not principally - as a form of guidance. In 1908, in London, England, the Apprenticeship and Skilled Employment Association published occupational studies on Trades for Boys (1908) and Trades for Girls (1909).** A Handbook on Employment was published by one M. M. Gordon in Aberdeen, Scotland, in 1908. As these preceded any such publications in this country they may have had influence on our early pamphlets. Frank Parsons was instrumental in starting the Vocation Bureau in Boston, as an outgrowth of his work in the North End Settlement of that city. In 1909 there appeared his "Choosing a Vocation" which was a pioneer of such material in our country. Meyer Bloomfield

* "Principles of Educational Sociology" W. R. Smith
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** Comm. of Vocational Guidance White House Conference
The Century Co. 1930 p. 89

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The Century Co. 1930 p. 83

continued and enlarged upon Parson's work and published various influential books. Boston extended the guidance work of the Boston Vocation Bureau into the public schools. Brooklyn and New York followed shortly afterward, to set the pace for a large number of cities which did likewise. A conference on Vocational Guidance met in Boston in 1910, and a second followed at New York in 1912. At a third meeting of a similar nature in Grand Rapids in 1913, the National Vocational Guidance Association was formed. Harvard University had Meyer Bloomfield give a course at the Summer Session in 1911. Boston University, in 1911, offered an organized course called Vocational Guidance given by Mr. Bloomfield.

2. Later Developments

As far as other phases of guidance go, they have no ancient history. Of course many of the things being done to-day in an organized way and under a distinctive title, have been done for years by those conscientious teachers in an individualistic and untiring manner. Thirty years ago educational leaders had not heard of the variety of guidance which is prevalent to-day. As far as guidance procedures for the elementary school go, there were many problems and situations crying for improvement.

To quote*, "The elementary school of a century ago was a rather pitiful institution. The average pupil was taught by a young person with little training. During the

* Twenty Five Years of American Education Kendal
MacMillan Co. 1924 p. 228
Chapter on Elementary Education by C. L. Robbins

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average term of one hundred forty days he spent seventy percent of his time on the formal subject taught in a mechanical way. In all subjects, the idea of discipline was predominant. Spelling and arithmetic were not the kind needed for practical use. The study of grammar did little to improve the use of the pupil's command of English or to increase his ability to understand literature, but did do much to prevent him from developing an appreciation for that literature. His knowledge of geography and history was chiefly in the form of a skeleton from which some of the more important bones were missing."

"As time went on, improvements were made regarding attendance, the selection and organization of subject matter, the methods of instruction, the manner of grading and promotions, and the selection and training of teachers. As a result, the conception of the aims of elementary education have been enriched. Much has been done in the selection and organization of content, and better textbooks have been provided. In the methods of instruction, many changes have resulted in making the processes of instruction better adapted to the capacity of the pupils. Although there is much room for further progress and advancement, interest and enthusiasm have resulted in much accomplishment for the last thirty years."

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III. NEED FOR GUIDANCE BELOW THE JUNIOR HIGH SCHOOL

Schools are maintained for the purpose of educating youth. The first essential of a school system is the pupil. Teachers and methods come only next in importance. "Education in a democracy, both within and without the school should develop in each individual the knowledge, interests, ideals, habits, and powers whereby he will find his place and use that place to shape both himself and society toward ever nobler ends."* To more completely develop each child to find and shape himself to betterment implies the necessity of a complete and well rounded education. To shape "himself and society toward ever nobler ends" demands a character which will permit worthy contacts and contributions whether readily visible or intangible to his society.

The police line-ups of the big cities indicate that something in our education is lacking. These line-ups present dramatic spectacles. In the New York City Police Headquarters building there is a big gymnasium at one end of which there is a raised platform provided with glaring overhead lights and a microphone for amplification of voices. Every morning, except Sunday, those who have been arrested for alleged felonies during the preceeding twenty-four hours are brought there before being arraigned in court. One after another they stand in the glare of bright lights and are interrogated by the Deputy Chief Inspector of Police as to their misdeeds.

* Cardinal Principles of Secondary Education
Bulletin No. 35 Bureau of Education 1918

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"The most striking and distressing fact about the majority of these culprits is their immaturity.....to-day the line-up presents a parade of young men seventeen, eighteen, or nineteen years of age who have just escaped the control and influence of the schoolmaster.....We have failed to do a decent job in the matter of intellectual, emotional, and moral training."*

Proper training has either not been given or not effectively given. In either case a challenge to the teaching profession is issued to further direct thoughts toward more effective results by diminishing the parade of youthful criminals to say nothing of the vast numbers of those in the twilight of adolescence whose moulding has proved perhaps less faulty.

Reference is made to the teaching profession for after all the school has been set up by the state as the agency responsible for education. If anything is to be done the school must lead. True, a child is only under school guidance five or six hours a day, but such education should start there and, as a supplement, the schools should become interested in the way the child's out-of-school time is spent. In a word, the home,** the school,** and the church*** should co-operate for it is essential to more completely fill the obligation of education. Guidance for the child must be employed

* Broadcast by Dr. W.E. Grady, Associate Sup't. of Schools, New York City, from WGY, Schenectady, December 30, 1931. Address printed by the Bushwick Evening Trade School, Brooklyn.

** Tenth Yearbook Department of Superintendence
"Character Education" 1932 p. 315

***Principles of Educational Sociology W. T. Smith
Houghton Mifflin Co. 1928 pp. 226-27

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*—Broadcast by Dr. W.E. Grady, Associate Sup't. of Schools, New York City, from WNY, Schenectady, December 30, 1931. Address printed by the Bantick Evening Trade School, Bantick, N.Y.

See Youth Yearbook Department of Superintendence
"Character Education" 1932 p. 215
"Principles of Educational Sociology" W. T. Smith
1928 pp. 228-29
Houghton Mifflin Co.

for the waking hours of the remaining eighteen or nineteen when the child is not in school. One force pulling against the other results in little or no progress, while in teamwork there is unity and strength to enable desired ends to be met.

1. Findings of the White House Conference

As one reads the literature of the field regarding the problem of guidance, one finds that the seven Cardinal Principles of Education published in 1918 still has a marked influence on the writers. Even though they were written from the point of view of secondary education, they may well be modified and adapted to elementary school revisions. Many graphs and charts visualizing the aims of education and prepared by the statisticians also hold to either the same seven principles or slight modifications thereto.

Education begins at birth. During the age of one to five years the child is obtaining elementary experiences which will have direct effect on his school life by making it meaningful*. To profit later, this early period must be rich in environmental contacts to enable the building of a better mental background. Mental growth begins at birth and each new daily experience adds to the mind building process. As to how completely the child's capacities are utilized and hence developed depends on his early teachers - the parents. At the age of five or six years the child enters school and here trained teachers conduct the work. Here begins the education

* Psychology: A Study of Mental Activity - Harvey A. Carr
Longman, Green and Co. 1925 p. 342

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to which the average man of the street refers. All education should be applied so as to be of maximum service to all the pupils. We should not wait until the child is eleven to thirteen years of age before we extend a helping, directing hand to him. The child should be guided through his whole school career. Let us quote a startling revelation to show the need of guidance. President Hoover, in addressing the White House Conference on Child Health and Protection*, said:

"These questions of child health and protection form a complicated problem requiring much learning and more action. And we need have great concern over this matter. Let no one believe that these are questions which should not stir a nation; that they are below the dignity of statesmen or governments. If we could have but one generation of properly born, trained, educated and healthy children, a thousand other problems of government would vanish. We would assure ourselves of healthier minds in more vigorous bodies, to direct the energies of our nation to yet greater heights of achievement."

"Our problem falls into three groups: First, the protection and stimulation of the normal child; second, aid to the physically defective and handicapped child; third, the problems of the delinquent child."

Statistics, which are very definitely related to the question of guidance beginning at the latest upon entrance to the first grade, are set forth by the President as follows:

* Opening Address White House Conference on Child Health and Protection 1930 The Century Co. pp. 7-8

to which the average man of the street refers. All education should be applied so as to be of maximum service to all the pupils. We should not wait until the child is eleven to thirteen years of age before we extend a helping, directing hand to him. The child should be guided through his whole school career. Let us quote a startling revelation to show the need of guidance. President Hoover, in addressing the White House Conference on Child Health and Protection, said: "These questions of child health and protection form a complicated problem requiring much learning and more action. And we need have great concern over this matter. Let no one believe that these are questions which should not stir a nation; that they are below the dignity of statesmen or governments. If we could have but one generation of properly born, trained, educated and healthy children, a thousand other problems of government would vanish. We would assure ourselves of healthier minds in more vigorous bodies, to direct the energies of our nation to yet greater heights of achievement."

"Our problem falls into three groups: First, the protection and stimulation of the normal child; second, aid to the physically defective and handicapped child; third, the problems of the delinquent child."

Statistics, which are very definitely related to the question of guidance beginning at the latest upon entrance to the first grade, are set forth by the President as follows:

"Statistics can well be used to give emphasis of our problem. One of your committees reports that out of forty-five million children

35,000,000 are reasonably normal
 6,000,000 are improperly nourished
 1,000,000 have defective speech
 1,000,000 have weak or damaged hearts
 675,000 are behavior problems
 450,000 are mentally retarded
 382,000 are tubercular
 342,000 have impaired hearing
 18,000 are totally deaf
 300,000 are crippled
 50,000 are partially blind
 14,000 are wholly blind
 200,000 are delinquent
 500,000 are dependent

and so on, to a total of at least ten million of deficient, more than 80% of whom are not receiving the necessary attention, though our knowledge and experience show that these deficiencies can be prevented and remedied to a high degree--- and if we do not perform our duty to these children, we leave them dependent, or we provide from them the major recruiting ground for the army of ne'er-do-wells and criminals."*

2. Home conditions

Much juvenile delinquency has the home as the chief cause, for therein is contributed much to the formation of habit and character of the child.

"The first five or six years of a child's life are the most impressionable. It is in these years that many of the primary emotionalized attitudes and reactions are formed for life. These early years find the child almost entirely

* Opening Address - White House Conference on Child Health and Protection - 1930 - The Century Co. p. 8

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375,000 are behavior problems
450,000 are mentally retarded
225,000 are tubercular
545,000 have impaired hearing
15,000 are totally deaf
300,000 are crippled
80,000 are partially blind
14,000 are wholly blind
200,000 are delinquent
300,000 are dependent

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under the influence of the parents. Here are both a golden opportunity and a great obligation to lay a flawless, adamant foundation for a happy, progressive maturity."*

The ideals, morals, personal habits and discipline are well grounded by the parents. If they are lax, then the tendencies are that the child - kept in the same environment - is likely to be similar to the parent. A lying father cannot expect his son to be especially truthful. An untidy mother should not be surprised if her child is not neat. It must be remembered that children form habits early, hence the weighty effect of such conditions is apparent.

Homes in which parents are intemperate make for bad examples for the children. Too often, lack of steady employment, inadequate provisions for food, improper or poor environmental location, abuse of members of family, and even immorality accompany excessive drinking. This stifles proper home-life for the children and the things they see done may become accepted and imitated. Such parents are apt to overlook bad habits and petty offences of their children. Neglect throws a child on his own responsibility and due to his undeveloped mind, downfall may follow.

Some children show evidence of unwillingness to cooperate with the group. They seem to have spasms of carrying a chip on the shoulder. At a slight chance violent hostility erupts, and is followed by punishment. Many times such anti-social grudges are carry-overs from some verbal or physical

* Character Education
Silver, Burdett, and Co.
**Juvenile Delinquency
McGraw Hill Book Co.

Germane and Germane
1929 Part Two p. 6
Reckless and Smith
1932 pp. 125-131

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Some children show evidence of unwilliness to cooperate with the group. They seem to have spasms of carrying a chip on the shoulder. At a slight chance violent hostility erupts, and is followed by punishment. Many times such anti-social gruggles are carry-overs from some verbal or physical

chastisement previously given at home or at school*. Such is more likely to occur in homes where parents do not understand and where they deal cruel punishments. This results in the hardening of the children and the developing in them of a spirit of defiance. Such children need teachers who understand and who delight in trying to discover the reasons underlying indifferent actions.

3. Juvenile delinquency

Problem cases generally arise from children who have had inadequate pre-school training. Very early in school there appear children who fail in their school subjects; those whose behavior clashes with progress in class work; those who will not cooperate in class work or games; those who lie, steal or cheat; those who have speech defects; and those who just seem "queer" because they day-dream, have no desire to participate, are excessively nervous, and are especially self-conscious. When home conditions greatly interfere, the task of the teacher is harder, but to make progress toward bettering the condition of such pupils calls for real teaching and successful guiding. Data shows us that very often records of criminals indicate a decided failure to get along while at school. Whether a child becomes a criminal or a good citizen depends on how well he has been guided. "Delinquent behavior occurs in a social situation always, a social situation that is the field of operation of persons who are influenced by their past social experiences, by their biological make-up, and by the

chastisement previously given at home or at school. Such is more likely to occur in homes where parents do not understand and where they deal cruel punishments. This results in the hardening of the children and the developing in them of a spirit of defiance. Such children need teachers who understand and who delight in trying to discover the reasons underlying indifferent actions.

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immediate situation itself."* Bad conduct appears early in life and when anti-social behavior is discovered, guiding should be administered by modifying anti-social practices through re-education. By so doing, tendencies toward delinquency are nipped in the bud. On the other hand, if a child lies or steals in one grade and is not aided by directed teaching for the purpose of fastening better habits upon himself the child may continue in his lawless way. New interests should be aroused to displace the old ones. Continued failure shows its effect on the personality of the child and causes much unhappiness which is likely to follow a child to adulthood.** In such cases society bears its share of the burden through the possibility of the development of a criminal in such an individual. The unstable child should be helped to adjust himself to his environment as soon as his condition becomes apparent. Such conditions show in the elementary school, hence here is the place to start guiding these cases to adjustment in cooperation with the home.

4. Increase of leisure and unsupervised recreation

Family life has changed considerably during the past quarter century. Due to economic and social changes of the present century, parents have more leisure time than formerly, and they are spending it in more varied ways. The child likewise has fewer home responsibilities leaving more time for leisure than the child of yesterday. While many schools, community centers, and municipalities, through their

* Juvenile Delinquency
McGraw Hill Co. 1932

Reckless and Smith
p. 117

**Character Education
Silver, Burdett Co. 1929

Germane and Germane
pp. 5-6

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playgrounds and libraries, offer many worthy places for wholesome recreation, these neither reach all nor hold all. The problem will be more acute in the future as the present business depression indicates. One big cause of the vast unemployment is the fact that we are in a machine age. Machines are doing more work with less numbers of workers than could be done without their aid.* The natural tendency has been to lessen the available work for huge numbers of workers. Already the tendency to alleviate conditions is to split or share work in order to enable larger numbers to have part-time employment. One social result will be the greater amount of leisure time. Leisure time is valuable yet may become harmful. In view of such considerations, education for the use of this leisure time is growing in importance. There must be a gradual teaching to bring about the development of personal and social interests.*

So long as the pupil or adult is busy with legitimate work there is little danger of his morals. The idle hours, however, bring the need for helpful recreation lest his attitudes and practices become those which the majority of society places under taboo.

To quote Henry Turner Bailey on the subject** -

"Leisure is at once the most precious and the most dangerous gift to mankind. Most precious, because it enables the human spirit to participate in its priceless heritage, the spiritual

* Principles of Guidance A. J. Jones
McGraw Hill Book Co. 1930 p. 331

**Taken from An Outline of Study for Occupational Information
Pittsburgh Public Schools - Unit XV p. 126

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 To quote Harry Thurston Peck on the subject:
 "Leisure is as much the most precious and the most dangerous
 gift to mankind. Used wrongly, because it enables the human
 spirit to participate in the priceless heritage, the spiritual

world which is that wonderland created by the poets, the artists, the musicians, the dramatists, the novelists of our race, the seers, and the prophets."

"But leisure is the most dangerous of gifts in the hands of those who do not know how to use it wisely. The men and women spend their leisure hours in idleness, in vicious gossip, in illicit drinking and gambling, in sexual indulgence and reckless joyriding. The more leisure they have the worse it is for them and for everybody else. They depreciate in value; they become a menace to society; a burden to us all."

"Vocational guidance is important but avocational guidance is vastly more important."

The junior and senior high schools are now attempting to prepare themselves for their present and probable future leisure. We might well start in the lower grades with this preparation.

Starting in the elementary school, children should be taught to play the game, paint pictures, sing in groups or chorus, take parts in plays or pageants, read suitable stories, try imitating the style of the favorite writers*. Hobbies should be developed*. To attain the maximum of satisfaction through a longer period of interest and enjoyment such a preparation should be started in the early years.

5. Need for vocational guidance

"Since Dr. Eliot, in his classic address before the National Education Association in 1910, pointed out that adults

* Developing Personality in the Child at School - G. C. Myers
Greenberg: Publisher 1931 pp. 60-66

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"Since Dr. Elliot, in his classic address before the National Education Association in 1910, pointed out that adults

do their best work under the impulsion of vocational motives, there has been less tendency to question the worth of using these motives in the training process. It is generally recognized that technical and professional students take their work more seriously than do those without a vocational decision.-----For many boys and girls ambition for vocational success constitutes an effective appeal. Various investigations have shown that a large proportion of young people who leave school prematurely, especially boys, do so because they are unable to see the utility of the studies they are required to pursue. By a skillful use of the vocational motive many of these boys could be retained in school until they are more adequately prepared, both for work and for other phases of citizenship."*

Regarding vocational guidance and its need in the six grade elementary school, it is necessary to clear the meaning of this much used and greatly misunderstood term. For this clarification we quote the National Vocational Guidance Association, which - after years of experience and study - express their "Principles and Practice of Vocational Guidance" (revised to 1930).

They say in part:** "Vocational Guidance is the process of assisting the individual to choose an occupation, prepare for it, enter upon and progress in it. As preparation for an occupation involves decisions in the choice of studies, choice of curriculums, and the choice of schools and colleges,

* Principles of Educational Sociology - W. R. Smith
Houghton Mifflin Co. 1928 pp. 716-717

** Principles and Practice of Vocational Guidance -
National Vocational Guidance Association 1930

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it becomes evident that vocational guidance cannot be separated from educational guidance."

"The term vocational applies to all gainful occupations as listed in the United States Census of Occupations, and home making."

"As vocational guidance and vocational education are linked together in many minds, a statement of this relationship may clarify the situation. Vocational education is the giving of training to persons who desire to work in a specific occupation. Vocational guidance offers information and assistance which leads to the choice of an occupation and the training which precedes it. It does not give such training. The term vocational refers to any occupation, be it medicine, law, carpentry, or nursing. Preparation for many occupations and professions must be planned in the secondary school and college by taking numerous courses which are not usually known as vocational. Vocational guidance concerns itself, therefore, with pupils in the academic courses in high school or students of the liberal arts in college, as well as with pupils in the trade and commercial courses which have become known as vocational education."

Because nearly fifty percent of the children in this country who enter the first grade leave school by the end of the eighth grade*, some recognition must in one way or another be given to the question before the end of the sixth grade of the elementary school. Moreover, it must be considered that

* White House Conference - Comm. on Vocational Guidance
Section III p. 5

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the possible vocations of to-day are so numerous and specialized that vocational guidance becomes a necessary part of school education*.

We know that the elementary school is not the place where the majority of people ought to make a final choice of vocation.** At such an early stage they cannot know the extent of their powers or of their opportunities, even though some do exhibit tendencies toward special fields.** For obvious reasons this school cannot give the training required for worthwhile occupations. However, it must be considered that many of the fifty percent referred to must have left school before reaching the junior high school, and many others left at least before any designed guidance of a vocational nature has had a chance to be of value. So we emphasize this as a need for another phase of guidance to be given in the elementary school. Cohen*** says, "It appears that vocational guidance should begin before the seventh year, that is may be introduced informally in earlier grades, and should continue until after a pupil has made a decision, is settled in employment, and is making satisfactory progress in it." As to what to give and how to give it, we leave until later in suggesting a program for the guidance procedure.

6. Need for health

The story is now quite well known of the findings of the mental and physical conditions of those registered for

* Elementary Principles of Education - Thorndike and Gates
MacMillan Co. 1929 p. 36

** The Psychology of Vocational Adjustment - H. D. Kitson
J. B. Lippincott Co. p. 3

*** Principles and Practices of Vocational Guidance - I.D.Cohen
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military service in the World War. In twelve states twenty to thirty percent of the draft registrants were rejected; in thirteen states, thirty-one to thirty-five percent; in ten states thirty-six to forty percent; in thirteen states forty-one to fifty percent* were found physically unfit for duty. The condition becomes all the more surprising when it is remembered that the majority of these applicants were from twenty-one to thirty-one years of age. It has been estimated that more than half of the rejected draftees had ailments which could have been overcome or prevented had the individuals known and practiced good health habits.**

Let us refer again to a committee report of the White House Conference on Child Health:*** Out of forty-five million children six million are improperly nourished; one million have weak or damaged hearts; three hundred eighty two thousand are tubercular.

This surely indicates a need for teaching the common laws of hygiene and fixing proper health habits.

The most startling facts are taken from Schutte's**** book which declares that "the number of children in the private and public elementary schools of the country who are sufficiently handicapped mentally, educationally, morally, or physically to require special-class training or part-time corrective training for specific defects reaches the staggering

* The War With Germany - L. P. Ayers - 1919 - p. 20.

** Secondary Education A. A. Douglass
Houghton Mifflin Co. 1927 p. 526

*** ~~White House Conference on Child Health~~ and Protection
The Century Co. p. 8

**** Orientation in Education - T. H. Schutte
MacMillan Co. 1932
Chapter on Special Education by J. W. Wallin pp. 351-352

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* The War With Germany - L. F. Ayers - 1919 - p. 30.
** Secondary Education - A. A. Douglass
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*** White House Conference on Child Health and Protection
The Country Co. - p. 8
**** Orientation in Education - T. F. Schutte
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Chapter on Special Education by L. E. Wallin pp. 351-352

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Tables to supplement this quotation appear on the succeeding pages.

Intellectually deficient	1	233,000
Borderline and Backward	2	470,000
Speech defective	3	470,000
Behavior cases - delinquent	1	125,000
emotionally unstable		600,000
Epileptics		500,000
Tuberculosis	1	233,000
Cardiopathic	1	233,000
Hard of hearing requiring lip and speech reading in part time classes	1	233,000
Crippled	0.3	70,000
Blind Children under 20		2,448
Visual defectives requiring instruction in sight-saving classes	0.1	23,300
Deaf children under 20		17,854
Epileptics		11,750
TOTAL		3,830,934

Orientation in Education T. E. Schutte
Macmillan Co. 1932
Chapter on Special Education by J. W. Wallin p. 363

The figure on which the estimates are based is 33,000,000, the approximate number of children in the public and private elementary schools in 1929-30, according to information supplied by the Office of Education.

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TABLE ONE*

Estimates of the Handicapped Elementary School Children in the United States Needing Instruction in Special Classes.**

<u>Type of Handicap</u>	<u>Per Cent</u>	<u>Number</u>
Mentally deficient	1	235,000
Borderline and Backward	2	470,000
Speech defective	2	470,000
Behavior cases - delinquent	1	235,000
emotionally unstable		600,000
Malnutrites		382,812
Tuberculosis	1	235,000
Cardiopathic	1	235,000
Hard of hearing requiring lip and speech reading in part time classes	1	235,000
Crippled	0.3	70,500
Blind Children under 20		9,448
Visual defectives requiring instruction in sight-saving classes	0.1	23,500
Deaf children under 20		17,954
Epileptics		<u>11,750</u>
TOTAL		3,230,964

* Orientation in Education T. H. Schutte
MacMillan Co. 1932
Chapter on Special Education by J. W. Wallin p. 353

** The figure on which the estimates are based is 23,500,000, the approximate number of children in the public and private elementary schools in 1927-28, according to information supplied by the Office of Education.

TABLE ONE

Estimates of the Handicapped Elementary School Children in the United States Requiring Instruction in Special Classes.

Number	Per Cent	Type of Handicap
235,000	1	Mentally deficient
470,000	2	Borderline and backward
470,000	2	Speech defective
235,000	1	Behavior cases - delinquent
800,000		Emotionally unstable
385,812		Maintenances
235,000	1	Tuberculosis
235,000	1	Cardiopneumic
235,000	1	Hard of hearing requiring lip and speech reading in part time classes
70,500	0.3	Crippled
9,448		Blind children under 20
23,500	0.1	Visual defectives requiring instruction in sight-saving classes
14,954		Deaf children under 20
11,750		Epileptics
2,230,964		TOTAL

Preparation in Education
Macmillan Co.
1932
Chapter on Special Education by J. W. Wallin p. 353

*The figures on which the estimates are based are based on 23,500,000, the approximate number of children in the public and private elementary schools in 1927-28, according to information supplied by the Office of Education.

TABLE TWO*

Number of Handicapped Children in the United States Either in Special Classes or Receiving Special Training on Part Time**

<u>Type of Child</u>	<u>Number</u>
Subnormal	66,466
Speech defective	55,112
Malnourished	31,186
Deaf	
In state schools	13,134
In city schools	3,515
In private schools	933
	17,582
Crippled	11,110
Visually defective in sight saving classes	10,038
Blind, in public and private residential schools	6,084
Delinquent	
In parental schools	2,443
In day classes	5,462
Epileptic	20
	7,925
Hard of hearing taught speech and lip reading	<u>3,672</u>
TOTAL	209,175

* Orientation in Education T. H. Schutte
MacMillan Co. 1932
Chapter on Special Education by J. W. Wallin p. 354

** Most of the data in this table have been derived from A. O. Heck's "Special Schools and Classes in Cities of 10,000 Populations and more in the U. S.", Office of Education, Bulletin, 1930, No. 7. Unfortunately this study was confined to cities of 10,000 and many replies were received too late to be included in the tabulation.

TABLE TWO

Number of Handicapped Children in the United States Within the Special Classes or Receiving Special Training on Part Time

Number	Type of Child
66,466	Subnormal
56,112	Speech defective
31,186	Malnourished
	Deaf
	in state schools 13,134
	in city schools 3,813
17,682	in private schools 933
11,110	Crippled
10,033	Visually defective in sight saving classes
6,084	Blind, in public and private residential schools
	Delinquent
	in parental schools 2,443
	in day classes 2,462
7,925	Epileptic 20
3,675	Hard of hearing taught speech and lip reading
202,175	TOTAL

as most of the data in this table have been derived from A. O. Reed's "Special Schools and Classes in Cities of 10,000 Population and More in the U. S.", Office of Education, Bulletin, 1930, No. 7. Unfortunately this study was confined to cities of 10,000 and many results were received too late to be included in the publication.

Organization in Education
Macmillan Co.
1932
Chapter on Special Education by J. W. Wallin p. 384
T. F. Schulte

Concerning adults, aside from the economic losses due to illness to those of working age it must be remembered that destitution often results from sickness.* Regarding children, much loss of school efficiency results from the numbers annually absent from school for illnesses which might have been prevented or lessened in extent by personal well being through health education*. Those who attend school in a condition of partial ailment or in one of malnutrition cannot achieve the same results as a child at a similar mental level but who is fortunate to have good health and who keeps it by suitable practices.

If the next generation is to be healthier we must start a widespread program beginning in the elementary school where many habits become fixed, to acquaint the children with an understanding of good health, its value, how to obtain and especially how to maintain it.

(a) Trend toward Mental Health

"Our schools have over a long period been chiefly concerned with intellectual activity and achievement. Emotional aspects of life have had little recognition either in training of teachers or in the programs of the schools. As the scope of education has expanded, the mental health of students has become a matter of considerable concern.**

To-day we hear much about the necessity of developing a mental health - the right mental attitudes and right habits of a wholesome mental activity - which is related to good

* Orientation in Education T. H. Schutte
MacMillan Co. 1932 p. 161
Chapter on Elementary Education by A. S. Gist
**Guidance in Secondary Schools Koos and Kefauver
D. C. Heath Co. 1926 pp. 64-65

Concerning adults, aside from the economic losses due to illness or those of working age it must be remembered that disability affects results from sickness. * Regarding children, such loss of school efficiency results from the numbers annually absent from school for illnesses which might have been prevented or lessened in extent by personal well being through health education. * Those who attend school in a condition of partial illness or in case of malnutrition cannot achieve the same results as a child at a similar mental level but who is fortunate to have good health and who keeps it by suitable practices.

If the next generation is to be healthier we must start a widespread program beginning in the elementary school where many habits become fixed, to accustom the children with an understanding of good health, its value, how to obtain and especially how to maintain it.

(1) Good Mental Health

"Our schools have over a long period been chiefly concerned with intellectual activity and achievement. Emotional aspects of life have had little recognition either in training of teachers or in the programs of the schools. As the scope of education has expanded, the mental health of students has become a matter of considerable concern. **

To-day we hear much about the necessity of developing a mental health - the right mental attitudes and right habits of a wholesome mental activity - which is related to good

personality - in part, the normal behavior tendencies of the individual, and the total of his abilities, skills, interests plus physical and mental make-up. Lack of these accepted behavior actions make apparent those who are mal-adjusted, for the individuals affected react to a normal stimulus in an anti-social manner.

In order to get such persons adjusted to a way fitted to them it is first necessary to attempt to discover why they act as they do. It is essential to know the mental age, emotional life, ideational life, complete physical condition, family history, experiences, habits and attitudes, all or any of which may have an effect on the behavior habits of an individual who is maladjusted.*

Suffice to say, that right mental attitudes furnish another argument for a program of guidance and our answer of what to do about it is left for our suggested program which considers the matter.

Below the junior high school? The latter follows:

* Pupil Adjustment
D..C. Heath Co.

1926

W. C. Reavis
pp. 64-65

personality - in part, the normal behavior tendencies of the individual, and the total of his abilities, skills, interests plus physical and mental make-up. Lack of these accepted behavior actions make apparent those who are mal-adjusted, for the individuals affected react to a normal stimulus in an anti-social manner.

In order to get such persons adjusted to a way fitted to them it is first necessary to attempt to discover why they act as they do. It is essential to know the mental age, emotional life, idealistic life, complete physical condition, family history, experiences, habits and attitudes, all or any of which may have an effect on the behavior habits of an individual who is mal-adjusted.

Suffice to say, that right mental attitudes furnish another argument for a program of guidance and our answer of what to do about it is left for our suggested program which considers the latter.

IV. A COMPARATIVE STUDY OF WHAT THE PROGRESSIVE SYSTEMS ARE DOING

1. Methods followed in making survey

To find out what progressive systems are doing along the lines of guidance below the junior high school it was necessary to decide upon a means of obtaining the facts.

Mindful of the advantages and disadvantages of requesting information by asking one general question or by asking a series of specific questions in a regular questionnaire form, it was decided to use the former method first. If the results obtained were not satisfactory, the second method was to be used. A letter was prepared with the view of being explicit, courteous, and tactful, being careful to ask the question - What is being done with guidance below the junior high school? The letter follows:

Very truly yours,

IV. A COMPARATIVE STUDY OF WHAT THE PROGRESSIVE SYSTEMS ARE

DOING

I. Methods followed in making survey

To find out what progressive systems are doing along the lines of guidance below the Junior high school it was necessary to decide upon a means of obtaining the facts. Mindful of the advantages and disadvantages of requesting information by asking one general question or by asking a series of specific questions in a regular question-naire form, it was decided to use the former method first. If the results obtained were not satisfactory, the second method was to be used. A letter was prepared with the view of being explicit, courteous, and tactful, being careful to ask the question - What is being done with guidance below the Junior high school? The letter follows:

These were sent to twenty cities most of which had sent materials to a display of guidance plan and forms which was exhibited at Boston University. The cities follow:

*Atlanta
*Baltimore
*Bridgeport
*Chicago
*Cleveland
*Denver
*Detroit
*Erie, Penn.
*Hawthorn, Penn.
*Lincoln, Neb.

*Milwaukee
*Minneapolis
*New Haven
*Pittsburgh
*San Francisco
*St. Louis
*Seattle

23 Dickinson Road
Brighton, Mass.

November 1, 1932

Dear Sir or Madam:

I am an experienced Boston public school teacher working for graduate degree credit at Boston University.

At present, my problem is to find out what the outstanding city school systems are doing with the problem of guidance in grades below the junior high school.

Knowing your system to be a progressive one, I seek your cooperation. Will you kindly send me any available pamphlets or other material giving light as to what your city is doing along this line? If stamps or other charges are necessary, will you inform me -- by use of the enclosed self-addressed envelope -- so that I may comply with your procedures?

I take this opportunity to thank you for any information it may be possible for you to give me.

Very truly yours,

The results attained were not as satisfactory as were wanted - not necessarily expected, as it was a new experience and an experiment - so a regular questionnaire tending more to the point was sent to a total of forty cities in twenty-six states. The questionnaire and its accompanying letter follow:

25 Dickerson Road
Brighton, Mass.

November 1, 1932

Dear Sir or Madam:

I am an experienced Boston public school teacher working
for Graduate credits at Boston University.

At present, my problem is to find out what the outstanding
city school systems are doing with the problem of students
in grades below the Junior high school.

Knowing your system to be a progressive one, I seek your
cooperation. Will you kindly send me any available complete
or other material giving light as to what your city is doing
along this line? If stamps or other charges are necessary,
will you inform me -- by use of the enclosed self-addressed
envelope -- so that I may comply with your requirements?

I take this opportunity to thank you for any information it
may be possible for you to give me.

Very truly yours,

These were sent to twenty cities most of which had sent materials to a display of guidance plan and forms which was exhibited at Boston University. The cities follow:

- *Atlanta
- *Baltimore
- *Bridgeport
- *Chicago
- *Cleveland
- *Denver
- *Detroit
- *Erie, Penn.
- *Hazelton, Penn.
- *Lincoln, Neb.

- *Milwaukee
- *Minneapolis
- New Haven
- New York
- *Oakland, Calif.
- *Pittsburgh
- *Providence
- *San Francisco
- *St. Louis
- Seattle

Of twenty letters sent, replies were received from the fifteen which are marked by astericks. Of the favorable replies, four sent definite information as to work below the junior high school, four sent general statements in reference to the elementary school, three sent reports of guidance activities for secondary education, and the remainder of those replying had little information that was desired. Some of the more interesting findings resultant from this letter will be given later.*

The results attained through this method were not as satisfactory as were wanted - not necessarily expected, as it was a new experience and an experiment - so a regular questionnaire tending more to the point was sent to a total of forty cities in twenty-six states. The questionnaire and its accompanying letter follow:

* See pp. 43-51

These were sent to twenty cities most of which had sent materials to a display of guidance plan and forms which was exhibited at Boston University. The cities follow:

* Milwaukee	* Atlanta
* Minneapolis	* Baltimore
* New Haven	* Bridgeport
* New York	* Chicago
* Oakland, Calif.	* Cleveland
* Pittsburgh	* Denver
* Providence	* Detroit
* San Francisco	* Erie, Penn.
* St. Louis	* Hamilton, Penn.
* Seattle	* Lincoln, Neb.

Of twenty letters sent, replies were received from the fifteen which are marked by asterisks. Of the favorable replies, four sent definite information as to work below the junior high school, four sent general statements in reference to the elementary school, three sent reports of guidance activities for secondary education, and the remainder of those replying had little information that was desired. Some of the more interesting findings resultant from this letter will be given later.*

The results attained through this method were not as satisfactory as were wanted - not necessarily expected, as it was a new experience and an experiment - so a regular questionaire sending more to the point was sent to a total of forty cities in twenty-six states. The questionnaire and its accompanying letter follow:

QUESTIONNAIRE

1. Are there Nursery Schools in your system? Yes No
2. Are there kindergartens in your system? Yes No
3. Does your system make definite provisions for guidance in grades one through six? Yes No
4. If so, along what lines?

Physical -- Mental -- Moral
Religious -- Vocational -- Any other

23 Dickinson Road,
Brighton, Mass.

December 5, 1932.

5. What means are employed?

Dear Sir or Madam: -- James -- Foster

I am an experienced Boston public school teacher working for graduate credit at Boston University.

My present task is to find out what is being done with the problem of guidance below the junior high school.

To supplement guidance material I have already obtained, I have prepared a questionnaire with the view of obtaining a more definite and broadening knowledge of work which is specifically being done by progressive school systems throughout the country.

Will you kindly fill out the enclosed form and return it to me by use of the enclosed self-addressed envelope?

Any further materials that you may be able to send me or your thoughts concerning guidance below the junior high school will be welcomed and appreciated.

Very truly yours,

6. Would you advocate other provisions for guidance? Yes No

If so, what?

7. Would you advocate other lines of guidance? Yes No

If so, what?

23 Dickinson Road,
Brighton, Mass.
December 8, 1938.

Dear Sir or Madam:

I am an experienced Boston public school teacher working for graduate credit at Boston University.

My present task is to find out what is being done with the problem of guidance below the junior high school.

To supplement guidance material I have already obtained, I have prepared a questionnaire with the view of obtaining a more definite and promising knowledge of work which is specifically being done by progressive school systems throughout the country.

Will you kindly fill out the enclosed form and return it to me by way of the enclosed self-addressed envelope?

Any further material that you may be able to send me on your specific concerning guidance below the junior high school will be welcomed and appreciated.

Very truly yours,

QUESTIONNAIRE

1. Are there Nursery Schools in your system? Yes No
2. Are there kindergartens in your system? Yes No
3. Does your system make definite provisions for guidance in grades one through six? Yes No
4. If so, along what lines?
Physical -- Mental -- Moral
Religious -- Vocational --Any other?
5. What means are employed?
Books -- Stories -- Games -- Tests
Excursions -- Industries -- Any other?
6. Are special periods provided for this purpose? Yes No
7. If so, how often?
How long are the periods?
8. Is there a special teacher or do the regular teachers do the work?
9. Do outside organizations co-operate along these lines?
Parent-Teacher Associations -- Boy or Girl Scouts --
Y. M. C. A. -- Rotary Club -- Any others?
10. Would you advocate other provisions for guidance? Yes No
If so, what?
11. Would you advocate other lines of guidance? Yes No
If so, what?

QUESTIONNAIRE

1. Are there Nursery Schools in your system? Yes No
2. Are there Kindergartens in your system? Yes No
3. Does your system make definite provisions for guidance in
grades one through six? Yes No
4. If so, along what lines?
Physical -- Mental -- Moral
Religious -- Vocational -- Any others?
5. What means are employed?
Books -- Stories -- Games -- Tests
Excursions -- Industries -- Any others?
6. Are special periods provided for this purpose? Yes No
7. If so, how often?
How long are the periods?
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work?
9. Do outside organizations co-operate along these lines?
Parent-Teacher Associations -- Boy or Girl Scouts --
Y. M. C. A. -- Rotary Club -- Any others?
10. Would you advocate other provisions for guidance? Yes No
If so, what?
11. Would you advocate other lines of guidance? Yes No
If so, what?

The cities to which forms were sent include:

*Albany	*New Orleans
*Astoria, Ore.	New York
*Baltimore	Oakland
*Berkeley	Philadelphia
*Buffalo	Portland, Maine
*Chicago	*Portland, Oregon
*Cincinnati	Rochester
*Cleveland	*San Diego
Denver	San Francisco
*Detroit	*Sante Fe
*Des Moines	Salt Lake City
*Galveston	Seattle
*Grand Rapids	*Sioux City
Hartford	*Spokane
*Indianapolis	*Springfield, Mass.
*Jacksonville	*St. Louis
*Louisville	*St. Paul
*Los Angeles	*Tampa
*Madison, Wisc.	Toledo
*Minneapolis	Wilmington

Twenty-eight forms were acknowledged and returned.

These were then divided into "Yes" and "No" groups according to the answer given to the theme of the questionnaire. Do you make definite provisions for guidance in grades one through six? Those answering "yes" to this question usually answered some or all of the other questions asked. Those answering "no" usually stopped there. On this basis, the reporting cities are listed as follows:

* Indicates reply received

"Yes"

Baltimore
 Berkeley
 Cincinnati
 Cleveland
 Denver
 Detroit
 Des Moines
 Jacksonville
 Los Angeles
 Madison
 Minneapolis
 New Orleans
 New York
 San Francisco
 Sioux City
 St. Louis
 St. Paul
 Tampa

"No"

Albany
 Buffalo
 Chicago
 Galveston
 Grand Rapids
 Louisville
 Portland, Ore.
 Santa Fe
 Spokane
 Springfield, Mass.

2. Findings of survey

The frequency of answers as reported follow:

(Please note that after No. 3, the highest possible total of answers can only be eighteen as determined by the "yes" list above.)

1. Are there nursery schools in your system?

Yes 5

No 15

Detroit, Minneapolis, Albany, Louisville, and Grand Rapids made the positive replies. Cleveland has one in the "School of Education" presumably maintained by the municipality.

2. Are there kindergartens in your system?

Yes 26

No 1

Tampa reported the no.

"Yes"	"No"
Baltimore	Albany
Berkeley	Buffalo
Cincinnati	Chicago
Cleveland	Galveston
Denver	Grand Rapids
Detroit	Lebanon
Des Moines	Portland, Ore.
Jacksonville	San Francisco
Los Angeles	Spokane
Madison	Springfield, Mass.
Minneapolis	
New Orleans	
New York	
San Francisco	
St. Louis	
St. Paul	
Tampa	

2. Findings of survey

The frequency of answers as reported follow:
(Please note that after No. 2, the highest possible total of answers can only be eighteen as determined by the "yes" list above.)

1. Are there nursery schools in your system?
Yes 2
No 15
Detroit, Minneapolis, Albany, Louisville,
and Grand Rapids made the positive replies. Cleveland
has one in the "School of Education" presumably maintained by the municipality.

2. Are there kindergartens in your system?
Yes 28
No 1
Tampa reported the no.

3. Do you make definite provisions for guidance in grades one through six?

Yes 18

No 10

Baltimore

Berkeley

Cincinnati

Cleveland

Denver

Detroit

Des Moines

Jacksonville

Los Angeles

Madison

Minneapolis

New Orleans

New York

San Francisco

Sioux City

St. Louis

St. Paul

Tampa

Albany

Buffalo

Chicago

Galveston

Grand Rapids

Louisville

Portland, Ore.

Sante Fe

Spokane

Springfield, Mass.

4. If so, along what lines?

Physical 14

Mental 16

Moral 13

Vocational 6

New Orleans, St. Paul, and San Diego reported Vocational Guidance. In response to the previous letter, Pittsburgh, Baltimore, and Erie listed this phase. Madison mentioned emotional guidance. Sioux City noted religion.

5. What means are employed?

Books 13

Tests 13

Stories 13

Excursions 6

Games 13

Industries 3

New York and Sioux City added the word assemblies.

3. Do you make definite provisions for guidance in

grades one through six?

Yes 15	No 10
Baltimore	Albany
Berkeley	Buffalo
Cincinnati	Chicago
Cleveland	Glennview
Denver	Grand Rapids
Detroit	Indianapolis
East Windsor	Portland, Ore.
Jacksonville	Seattle
Los Angeles	Spokane
Madison	Springfield, Mass.
Minneapolis	
New Orleans	
New York	
San Francisco	
St. Louis	
St. Paul	
Tampa	

4. If so, along what lines?

Physical 14	Mental 10
Moral 13	Vocational 8
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5. What means are employed?

Books 13	Tests 13
Stories 13	Exercises 6
Games 13	Industries 3
New York and St. Louis City added the word assemblies.	

6. Are special periods provided for this purpose?

Yes 8

No 10

7. How often?

How long are the periods?

Some Sioux City schools have periods every day.

Some once or twice a week.

Baltimore and New Orleans once a week.

Berkeley says "program varies."

Des Moines mentions the home room period.

Tampa lists "not definite."

Jacksonville has daily periods for the work. The reported lengths varied from ten minutes to forty minutes.

In comparing the findings of questions six and seven with the numbers reported for questions three and four, it is obvious that the questionnaire was not clear. The writer must plead "guilty", as after the forms had been not only prepared, but sent, did he visualize a possibility of opaqueness. A better substitute for question number six would have been: Are special periods provided for your definite provisions of guidance in grades one through six?

8. Do special teachers or regular teachers do the work?

Special 6

Regular 12

The answers for this question were usually qualified by the statement that in most cases the regular teachers do the work. Those reporting special teachers were:

6. Are special periods provided for this purpose?

No 10

Yes 8

7. How often?

How long are the periods?

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Regular 12

Special 6

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by the statement that in most cases the regular teachers do

the work. Those reporting special teachers were:

Madison "Special guidance teachers who work with children, teachers, parents."

New York Special teachers known as teachers of vocational and educational guidance. These teachers make a study of the pupils in the second half of the sixth year who are to enter the seventh grade of the junior high school. They aim to ascertain through mental and educational tests and through interviews with teachers and with the pupils themselves the vocational aptitudes of the pupils. Placement in junior high school classes is made on the basis of such a study.

Denver Regular teachers plus "some visiting teachers."

Baltimore This city is conducting an experiment in using one counselor in three schools. His function is to work with children in the fifth and sixth grades especially, and with those problem cases of the lower grades which need adjustment. The city has three such counselors at the present time.

Los Angeles This city employs special teachers who are called counselors.

New Orleans A classroom teacher with some background and training is designated by the principal, after a conference with the Director of Vocational Guidance, to carry on the program. This is apparently for the study of industries which this city reported as one of the lines of guidance up to grade six.

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gram. This is apparently for the study of industries which

this city reported as one of the lines of guidance up to

Grade six.

9. Do outside organizations co-operate along these lines?

P. T. A. 9 Boy or Girl Scouts 5

Y. M. C. A. 4 Rotary Club 2

Any others?

Ten cities reported cooperation with at least one of these organizations. The Parent-Teachers Association had the greatest number reporting. Others suggested were: Visiting Nurses Association, University of Wisconsin Outpatient Clinic, Women's Club and Kiwanis Club.

10. Would you advocate other provisions for guidance?

Yes 9 No

If so, what?

11. Would you advocate other lines of guidance?

Yes No

If so, what?

Nine of the questionnaires had comment to make concerning questions ten and eleven. They follow:

Detroit suggests some curriculum material on occupations and industries, probably in the form of collateral reading in language or social science classes.

Tampa advocates vocational and social guidance for grades below the junior high school.

New Orleans opines that at least three periods per week be spent for guidance work in grade six. Also that a trained counselor be assigned exclusively to this work.

9. Do outside organizations co-operate along these

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Y. Y. A. 9 Boy or Girl Scouts 5

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10. Would you advocate other provisions for guidance?

Yes 9 No 1

If so, what?

11. Would you advocate other lines of guidance?

Yes 7 No 2

If so, what?

Nine of the questionnaires had comment to make

concerning questions ten and eleven. They follow:

Bellevue suggests some curriculum material on

occupations and industries, probably in the form of collateral

reading in language or social science classes.

Tracy advocates vocational and social guidance for

grades below the Junior high school.

New Orleans opines that at least three periods per

week be spent for guidance work in grade six. Also that a

trained counselor be assigned exclusively to this work.

Los Angeles believes the elementary school might make excellent use of a guidance clinic and more counselors.

San Diego thinks that more conferences between pupils and principals would help, especially if supplemented by the visiting teacher service.

Berkeley advocates doctors' and psychiatrists' examinations and recommendations as other provisions of guidance, and the introduction of emotional guidance and personality development.

Des Moines has a psychological and psychiatric clinical service for the whole system.

St. Louis mentions the necessity of summary records of interests and aptitudes along with scholastic records.

Baltimore believes in extending the present program with more definite work in moral guidance through the subject teacher in the lower grades.

In answer to both questions number ten and number eleven, Mr. Feil of Sioux City writes "not at present time." Possibly he has the depression in mind!

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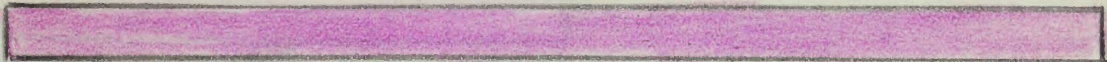
In answer to both questions number ten and number eleven, Mr. Fell of Elwyn City writes "not at present time." Possibly he has the depression in mind!

Significant Answers in Comparison
with the Number of Returns Received

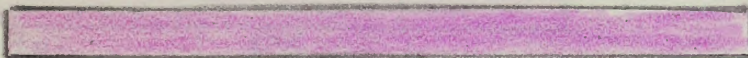
The Base Line Represents Twenty-Eight Replies



Nursery Schools 18%



Kindergarten 93%

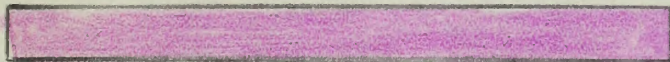


Those who have definite provisions for guidance in grades
one through six 64%

Along What Lines



Physical 50%



Mental 57%



Moral 48%



Vocational 21%

Significant Answers in Comparison
with the Number of Returns Received

The Base Line Represents Twenty-Fifty Replies

[Redacted]

[Redacted]

Primary Schools

[Redacted]

Kindergarten

[Redacted]

Those who have definite provisions for guidance in grades

one through six

Along these lines

[Redacted]

Physical

[Redacted]

Mental

[Redacted]

Moral

[Redacted]

Vocational

Base Line



The Means Used:



Books 48%



Stories 48%



Games 48%



Tests: 48%

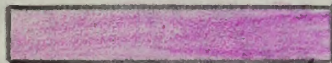


Excursions 21%



Industries 10%

Are Special Periods Provided?



Yes 28%

Do Special Teachers do the Work?



Yes 21%

Base Line

[Redacted]

The Means Used:

[Redacted]

Books 48%

[Redacted]

Stories 48%

[Redacted]

Games 40%

[Redacted]

Tests: 48%

[Redacted]

Exercises 21%

[Redacted]

Industries 10%

Are Special Periods Provided?

[Redacted]

Yes 43%

Do Special Teachers do the Work?

[Redacted]

Yes 21%

The original letter sent out, requesting information as to guidance work below the junior high school, brought enlightening procedures from some of the cities. As these provisions appear to be the trend for more complete guidance, they are given.

In Seattle a great deal of advisory work is done by the Child Study Laboratory. Children who require special study because they are unusually bright or those having some special difficulty with their work are referred to the Laboratory for testing and study. The head of that service then makes some recommendation both to the parents and to the principal of the buildings from which the children come. The city has adjustment and pre-vocational classes which make special effort to fit school work to the needs and capacities of children of limited ability.

Erie, Penn. has made worthwhile progress in this connection. For grades one to six, each building has one teacher, trained in the principles of guidance, assigned to general guidance work. The individual so assigned keeps in contact with the junior high courses and requirements and brings to the pupils a rather complete report of what is expected during the next step. In addition, all elementary principals check on the records of courses taken in the junior high schools. They invite the pupils to return to the school, to show their report cards and to be advised concerning work to be taken. This is an attempt to more closely tie up the

elementary and junior high schools. After intervals, groups of teachers are brought together in order to correlate and unify the work. Field trips of various types for the purpose of giving information concerning various industries, vocations, and activities are encouraged. This work is started in the kindergarten. School busses are used to transport children to the municipal, industrial, and commercial centers. Afterwards, such trips become the basis of oral and written English work. The purpose of this is stated by Assistant Superintendent Moore as, "No child in the elementary school is expected to choose a profession or a calling. We do aim to give as much information as is possible and to make the child the center of the picture."

New York has recently set up a Bureau of Child Guidance. This organization is to supplement the work of the ungraded classes, as a means of enabling the enrichment of the work being done for mentally deficient children. There are three big branches of the bureau: the clinical service, the educational service for the schools, and the coordination of social agencies interested in boy's work. All of these aim to develop and restore emotional balance and to integrate the personality of emotionally disturbed and unadjusted children of the public schools of the city. The chief workers of the bureau are social case workers, pediatricians, psychologists, and psychiatrists.

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Oakland, Calif. has six centers studying mental hygiene. The staff of each center is composed of a counselor and a teacher from a senior high school, a counselor and a teacher from each contributing elementary school. This committee works together in a study of the problem cases in the schools of each group. Very recently a conference of teachers from all school units met for the purpose of studying methods for better articulation between the various school units.

Milwaukee has a plan which appears conducive to guidance both in word and deed. Guidance in Milwaukee is known as "Life Advisement." The term advisement is used to avoid any connotation of dictation or prescription. The term life advisement also implies the newer tendencies toward broadening the sphere of guidance work. F.C. Rosecrance, the Life Advisement Director, says, "We are beginning to see that the real welfare of the child requires his adjustment to school as well as to vocational life, his adjustment to his teachers and school mates as well as to employer and employee, the integration of his personality as well as the training of hands and mind, his adjustment to his present as well as his future situation."

Milwaukee does not place stress on educational, social, or vocational guidance as such, but an attempt is made to inquire into the problems of the individual child and from this study the type of advisement most important for him at a particular time becomes evident. Life advisement is for all

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Missus does not place stress on educational, social, or vocational guidance as such, but an attempt is made to integrate the problems of the individual child and from this study the type of adjustment most important for him at a particular time becomes evident. Life adjustment is for all

children, not for the few, for the very differences in needs, interests, and aptitudes of these children impose the necessity of individual study and guidance. The city of Milwaukee attempts the obligation of advisement from the kindergarten to placement after the individual has left the school system. As each parent brings a child to the kindergarten information about each little personality is sought. To this is added his physical inventory. During the year his social and emotional status are observed and recorded. Prior to promotion to the first grade, readiness tests and the teacher's judgment throw light on the pupil's ability. All of these with additional questionnaires, rating scales, school records, objective tests, and records of significant incidents in the child's experience form the evergrowing cumulative record which helps the school to better understand the individual. In the elementary school, the principal is the chief guidance officer. He directs the program of pupil study and adjustment as it touches the pupils within the school, as well as those who enter and leave. In cooperation with parents and teachers he utilizes the services of the school doctor, the nurse, and the various medical clinics to insure maximum physical fitness for each child. Because of the relationship between school progress and a child's health and physical condition, a continuous individual health study and follow-up program is necessitated. Standard tests - achievement, mental and scholastic aptitude - are employed to assist in assuring the child maximum opportunity for growth in

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in knowledge, skills, and habits of work. The results of those tests are made available for best use by expressing them graphically on the Providence Personnel Charts.

The interpretation of these charts shows the amount and degree of retardation and acceleration and suggests the possibilities for improved grading, ability grouping, and assignment to special classes and special schools within the system. These tests and charts bring to the attention of the principal and teachers the situations of scores of pupils who are either failing to work up to capacity or who are extending themselves beyond their natural ability. This results in a constant readjustment of individual pupils in a given school. Through individual coaching and special help groups, teachers assist in working out a better adjustment for the pupils who need it and thereby assure success for each one within his ability to achieve. Because social and moral attitudes and controls are large factors in adjustments, anti-social, shy, retiring children, as well as aggressive, domineering, antagonistic children are of particular concern. Teachers are encouraged to observe and write down such incidents as seem important, to consult with their professional advisers about their handling, and then to counsel with their children. All children need instruction and counseling to develop right attitudes and standards of conduct. A program of character education is carried on over the school years, beginning in the lower grades. A report card mark indicates the individual pupil's attitudes in terms of

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There can be little doubt that the program of pupil adjustment in the elementary grades of Milwaukee strongly attempts to assure each individual the opportunity to grow physically, mentally, morally, and socially in order to provide a more solid foundation upon which to build later educational or occupational life.

Atlanta is doing definite work. The elementary schools are small and therefore the principal is able to handle the guidance in ordinary situations. When a pupil appears to be maladjusted an individual intelligence test is requested. Where discipline and attendance problems exist, the cases are referred to the Department of Census and Attendance whose workers make home visits and assist in detailed case studies. A rather complete cumulative record, which includes the results of intelligence tests, comprehension and reasoning tests for all subjects, and ratings for various character traits, follows the child through his school life. Also, each teacher is requested to keep a book with a special page for each pupil, on which she will record all information she obtains about the pupil, for example, home conditions, hobbies, habits.

Of a total of forty-six different cities communicated with in the two inquiries sent out, only six made mention of vocational guidance below the junior high school. Of these, Pittsburgh has probably the most elaborate plan. As an outcome

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of the report on Guidance in Elementary Schools given during 1928-29 by a committee of the Principals' Club* and one of the conferences of principals conducted by members of the Superintendent's staff during the fall of 1929, the work of the committee was continued with a view of facilitating the carrying out of the third recommendation of the report, namely "That provision be made in the curriculum of the elementary school for sufficient occupational information to serve as a foundation for the guidance work in the high school." It was decided that ends toward which the work in Occupational Information in the elementary schools should be directed are:

1. A broader and more accurate information on the part of the pupils in the schools of the city about the various kinds of work done in the city. The information includes the following items:

- (a) Workers within the industry.
- (b) Kinds of work required
- (c) Some knowledge of the constancy of the work and the conditions under which it is carried on.
- (d) Advantages and disadvantages to the worker
- (e) Renumeration and possibilities of advancement
- (f) Value to the public of the product or of the work itself.

2. A respect for the dignity of useful labor, whether skilled or unskilled, manual or professional.

* Mentioned in the Outline of Study for Occupational Information - Pittsburgh Public Schools

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- (e) Remuneration and possibilities of advancement.
- (f) Value to the public of the product or of the work itself.

2. A respect for the dignity of useful labor, whether skilled or unskilled, manual or professional.

3. A knowledge of the different schools in the city which provide the background of education and training for the life-work to be chosen later by the pupils.

4. A strong consciousness of the value of an education, - not an education for the "white collar jobs" only, but for the kind of work to which the individual pupil is adapted by reason of native ability, environment, and training, as well as by preference and desire.

In planning the work, the committee made a serious effort to organize the work in such a way that it will correlate with existing courses in each grade, in order not to offer a further burden to the teacher, but rather to enliven, motivate, and localize some of the work now being done. The occupations to be studied in each grade have been selected as being suitable and of practical value to the pupils of the grade, and as offering valuable and helpful topics for enrichment in English, both oral and written.

In the first grade they begin with personal friends of the children (the policeman, the postman, the fireman, the doctor, the nurse, the dentist) and others in whom they have a personal interest and whose place of business they can visit, such as the farmer, the dairyman, the baker, and the carpenter. In the second grade, they take note of the storekeeper and of some occupations engaged in by many pupils of this grade (errand boy or girl) and begin to arouse an interest in the

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Through such a program the committee on the arrangements feel that the elementary schools will be doing their share in giving the youthful citizens of Pittsburgh a desirable knowledge, as stated in public in that city by Hon. James J. Davis, when he said:

"It is especially fitting that in a great industrial community like Pittsburgh, the boys and girls should not only be trained in the use of their hands but also to know the opportunities afforded them in the many industries here. Most of the boys and girls who graduate from this school (a trade school was referred to) and all other schools in this district, will spend the remainder of their lives here. There will be some slight migration from state to state but the majority of young people usually remain in their own community. It is to their advantage, and also to the advantage of the city, to

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have them know the opportunities offered them right here without going any further afield."*

The above city also has an extensive program of guidance concerning the seven cardinal principles of education adapted to practical needs and means of the elementary grades.

3. Government report on Vocational Guidance

Concerning this aim of guidance for the vocational tendencies as applied to the elementary school, we became interested in a survey conducted by the United States Department of Labor, in 1925.** A study was undertaken in recognition of the fact that the vocational guidance movement had reached a stage in its development where it would be valuable to take stock of what had been accomplished, to ascertain along what lines it was tending to develop and to present the facts for the benefit of students of problems relating to child labor and education, and of those contemplating the initiation of vocational guidance programs.

A questionnaire was first sent out to all cities with a population of 10,000 or over primarily in order to locate cities in which different kinds of vocational guidance programs had been developed. Two hundred eighty-five cities, or 42%, of those replying, reported that some phase of a vocational guidance program had been developed in the public school system or in connection with it.

On the basis of the information received through the questionnaire and of suggestions given by the department's

* From the Outline of Study for Occupational Information
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** Vocational Guidance and Junior Placement- U.S. Dept. of Labor -
Children's Bureau Publication No. 149

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advisory committee and others, more than twenty cities in which vocational guidance work was under way were selected for study. During the winter and spring of 1922 these cities were visited by one or more of the three investigators who made the field survey. Information on the vocational guidance work in operation was obtained for each of the twenty cities. In only twelve, however, was the work sufficiently well rounded or distinctive or long enough continued to make a detailed report worthwhile.

The report showed in comparable form an outline of the development and present organization of the work. Of the cities selected, it is interesting to note the mentions of vocational guidance below the junior high school.

<u>Cities</u>	<u>Attempts at Vocational Guidance in Elementary Schools</u>
Rochester	No
Seattle	Yes
Philadelphia	Yes
Minneapolis	No
Atlanta	Yes
Providence	No
Oakland	No mention made
Cincinnati	No mention made
Chicago	No
New York	No mention made
Boston	No mention made

The cities reporting affirmatively had programs substantially the same as those reported in our own survey.

The importance rests in the facts that three out of twelve cities or 25% of the governmental report, and six out of twenty-eight cities, or 21%, of our own survey related to

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guidance procedures, indicate a definite trend toward the introduction of occupational information in the elementary school.

These have been discussed earlier as needs for the guidance work in elementary schools as they are merely mentioned as a reminder here. Guidance is needed on account of:

- (1) present day conditions in the home
- (2) the appalling records of crime and dishonesty
- (3) the vast amount of leisure time which is unsupervised
- (4) the need of attention to the vocational aspect of guidance
- (5) the importance and need of good health
- (6) the newly recognized need for developing personality

As these needs are studied it becomes apparent that any organized guidance must at least be directed toward mental, moral, and physical development. Also, there should be a special thought of the vocational phase of guidance.

1. Mental Development

The schools must recognize the importance of developing fully each individual child wherein he differs from others. A logical beginning is scientifically to guide the instruction. While mindful of the usual arguments for and against homogeneous grouping it seems that the weightier values - from the standpoint of the best interests of the child -

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The study of the school curriculum in the elementary
school, however, has not been a very recent development.
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V. A SUGGESTED PROGRAM AS DEDUCTED FROM THE STUDY

A program should be aimed to help the youth by supplementing the curriculum with courses designed to correct the conditions which have given rise to the need of guidance.

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1. Mental Development

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values - from the standpoint of the best interests of the child -

favor an intelligent grouping of pupils of similar levels.

Substantiation for this statement is found in a recent canvass of the National Education Association. Opinions of five hundred superintendents on the value of homogeneous grouping as canvassed by the Commission on the Articulation of the Units of American Education* follow:

Favorable to Homogeneous Grouping

Slow learners in separate groups are not discouraged by the superiority of others, but compete on more equal terms and develop their own leaders.....	173
Children having more than average ability tend to form habits of idleness, inattention, and mental laziness if compelled to mark time in classes made up of average and below average pupils.....	152
Competition is keener, pupils are more likely to work up to their capacities -- better work results.....	100
Homogeneous grouping adds to the happiness of children. The sting of inferiority and failure is removed. Each child is happy achieving in his group and experiencing the joy of success.....	82
Homogeneous grouping reduces the number of disciplinary problems by giving pupils work suited to their abilities and a chance to succeed among their equals.....	28
Homogeneous grouping usually provides groups which are more congenial socially. It associates together those who may best profit from cooperation and competition.....	28
Homogeneous grouping prevents the development of an inferiority complex on the part of the dull.....	19
Homogeneous grouping prevents the development of a superiority complex on the part of the bright.....	11

Against Homogeneous Grouping

Pupils put in the lower ability groups sometimes develop a sense of failure and inferiority.....	99
Pupils in the higher ability groups are apt to develop a superiority complex....It prevents brighter children from learning tolerance for those with less intellectual ability.....	75
The average, or above average, pupil loses the opportunity of helping the dull child.....	10
Homogeneous grouping, if not properly handled, causes jealousy and resentment.....	8
Discipline cases usually collect in the low division.....	5

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 and below average pupils.....100
 Competition is keener, pupils are more likely to work up
 to their capacities -- better work results.....100
 Homogeneous grouping adds to the happiness of children.
 The sting of inferiority and failure is removed. Each
 child is happy achieving in his group and experiencing
 the joy of success.....82
 Homogeneous grouping reduces the number of disciplinary
 problems by giving pupils work suited to their ability-
 ties and a chance to succeed among their equals.....38
 Homogeneous grouping usually provides groups which are
 more congenial socially. It associates together those
 who may best profit from cooperation and competition.....28
 Homogeneous grouping prevents the development of an
 inferiority complex on the part of the dull.....12
 Homogeneous grouping prevents the development of a
 superiority complex on the part of the bright.....11

Against Homogeneous Grouping

Pupils put in the lower ability groups sometimes develop a
 sense of failure and inferiority.....92
 Pupils in the higher ability groups are apt to develop a
 superiority complex....It prevents brighter children from
 learning tolerance for those with less intellectual
 ability.....73
 The average, or above average, pupil loses the opportunity
 of helping the dull child.....10
 Homogeneous grouping, if not properly handled, causes
 jealousy and resentment.....8
 Discipline cases usually collect in the low division.....8

Proper grouping of pupils may be achieved by administering educational and intelligence tests and basing pupil classification upon the results*. Such a method is generally more reliable than the judgment of teachers, although this may be a wise supplement for doubtful cases of group placement.

** The admission into a given grade should be on the basis of a combination including: scores on standard educational tests, scores on intelligence tests, and very slightly on the judgments of teachers as to the pupil's readiness for the work of the grade***. In other words, promotion from one academic grade to the next should be based on the most objective evidence of readiness obtainable. Having pupils of the same general abilities and educational achievements in a given grade, let recitation sections within the grade be formed by grouping together those who have the same degree of physical maturity or chronological age****.

A school classified on this basis would show in each recitation section pupils of approximately the same degree of advancement in subject matter, of about the same mental maturity, and of similar powers as regards the rapidity with which they could take school training. Mental ages, educational achievements, and intelligence quotients would be approximately uniform within each class. This done, then, a good beginning is made.

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| * | The Principal and His School
Houghton Mifflin Co. 1923 | E. P. Cubberley
p. 364 |
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Houghton Mifflin Co. 1923 | E. P. Cubberley
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| *** | Secondary Education
Houghton Mifflin Co. 1927 | A. A. Douglass
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4. Measuring Results in Education	M. R. Traub
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Next, the teachers must proceed to work out appropriate adjustments of the content and method of the course of study to the abilities and interests of the group so formed, otherwise the expense of making the classification has been futile.

"Constant attention and effort will be needed to make fine adjustments between ability and assignments which are objectives of homogeneous grouping."*

After classifications have been properly made and the classes have been taught, tests should be given at least yearly to determine the extent to which the objectives of the groupings have been gained. "When the self-ratings of students are made without reference to factual evidence, and when adults base their judgments exclusively on general impressions, there is much opportunity for error. Results of tests will not remove the need for critical judgment, but they can provide a better basis for judgment."**Concerning this point, Blackhurst*** says, "Educational and mental tests are the result of effort on the of a large number of experts to determine the progress of children in school work and the native fitness of individuals to make progress. The educational tests which have been developed enable the teacher not only to test the progress being made but also to compare the progress of his group with that of other groups in the school system and with that of other groups over the country in general." In other words, it is necessary for the guidance of the child to keep tally as to

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| * Measuring Results in Education | M. R. Trabue |
| American Book Co. 1924 | p. 444 |
| ** Guidance in Secondary Schools | Koos and Kefauver |
| MacMillan Co. 1932 | p. 280 |
| ***Introducing Education | J. H. Blackhurst |
| Longmans, Green & Co. 1932 | p. 256 |

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his advancement or accomplishment being made in ratio to his ability level. All such facts found should be recorded in convenient form for use of those further interested in the child's development.

There is the necessity of helping the pupil to acquire right study habits and to think*. This is basic in a pupil's training, for without correct study habits he cannot reach his maximum accomplishment in his school work.

"Every teacher should act as a counselor in this respect. She should explain objectives of each study, motivate the course, and show the pupil how to spend his time so as to get the greatest benefit from his preparation. A plan in each study prevents haphazard stumbling."** The tendency should be far afield from emphasis of mere acquisition of facts. Efforts should be made to correlate knowledge and life so that facts can be utilized directly and translated into actual experience. The gulf between classroom and world outside should be narrowed. After all, attendance at a school is not a natural tendency and hence we should relate the experiences of the school to daily life and vice versa, in order to prevent an unnatural setting from becoming burdensome and over-bearing. Let us create the situation which will encourage and cause desire for the development we have in mind to give.

The results of an age-progress study conducted in the Boston elementary schools***substantiates our views. The study indicates:

- * ~~Orientation in Education~~ T. H. Schutte MacMillan Co. 1932 p. 158 Chap. on Elementary Education by A. S. Gist
- ** Guide for Counseling - Bull. No. C-9 - 1931 - State of California - Department of Education
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"Failure to give to superior children opportunity for superior achievement results in waste of time and ability. Many of these maladjusted children become behavior problems and in some cases there has been actual retardation."

"Lack of awareness of superior children calls for a more complete and uniform program of testing throughout the system. Group tests, followed by individual tests in cases in which superiority is indicated, would do much toward eliminating the condition."

It points out that opportunities for superior achievement could be furnished by establishment of a greater number of rapid advancement classes. Where numbers would not warrant the opening of such classes, opportunity for individual rapid advancement could be supplied by means of flexibility within the grades. Noting that retardation in elementary schools has been steadily increasing from thirteen percent of the pupils in the first grade to thirty-two percent of those in the seventh grade, the report calls for preventive and remedial measures in this direction.

2. Moral Development

"This emphasis upon good citizenship is decidedly in accord with modern practice. Everywhere men are turning to education as a last resort in the solution of social problems. The world is beginning to realize that any number of good laws will not bring about the perfect state. If men are to learn to

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live together well, the ideal of all government, they must be trained through childhood in this art."*

The school does not have a free field in the development of character. There are other agencies probably more productive of quick results, such as the automobile, the radio, the movies and the press.** Upon the school, which is under the direction of society, rests the tasks of maintaining and building up to the moral standards of the majority those which may have been lowered and degraded by the natural advantages of the commercial ventures mentioned.** As a result, a greater task is set for the school to complete, and the need is apparently universal. Only recently there appeared one more bit of evidence which indicates a specific weakness of previous teaching.

"In a study made of seventy six business concerns in the United States employing 49,854 workers, H. Chandler Hunt,***, assistant principal of Meriden High School, Meriden, Conn., and a graduate student at Boston University, has found that "lack of proper character traits and not lack of specific skill is responsible for both firing and for lack of advancement."

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* Modern Elementary School Practices G. E. Freeland
MacMillan Co. 1926 p. 8

**Tenth Yearbook Department of Superintendence
"Character Education" 1932 p.27

***Reproduced from the Boston Sunday Globe Jan. 29, 1933

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"The survey reveals that there is an average turnover of 5.8 percent of these employees, or approximately four thousand discharges yearly in these concerns. A total of 89.9 percent of the causes given for termination of employment are in character traits, while only 10.1 percent are lack of skill. The ratio is slightly less for deficiencies that prevent advancement."

"Mr. Hunt stated that the survey plainly shows that the greatest failure is in character development, and the high school should not be turning out pupils of such character that they may be discharged for lack of essential personality traits."

"The ten most common causes listed as reasons for loss of one's job are carelessness, noncooperation, laziness, absence from work for reasons other than illness, dishonesty, attention to things other than office work during office hours, lack of initiative, lack of ambition, tardiness and lack of loyalty."

In attempting to suggest a practical, workable program for developing character which will bear fruitage in accepted moral action, we do so, mindful of the volumes written concerning education toward good moral ends and of steering education to that direction.

Any curriculum is best made when it is fitted to the needs of a specific community.* Effective planning of a course of study is probably better done by many contributions from varied sources.* "A third, and more common, method is the

* Child Life and the Curriculum
World Book Co. 1921

J. L. Meriam
pp. 76-79

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construction of a curriculum by committee activity."* So, to construct a course of study for character education, the following would make a good committee: superintendent of schools, principals of elementary, junior high and senior high counselors, classroom teachers, representative boys and girls, representatives of outside organizations such as boy scouts, campfire girls, employers, and local clergymen. Such a committee would be large but it would be more truly representative of a cross-section of the community in range of interests and attitudes.

There are as many aims and objectives set forth by school systems which are progressive along the lines of character education as there are methods of achieving the desired results. The aims and methods selected do not matter as all are steps in the proper direction. However, it must be remembered that an activity pursued to fruitful results in one section of our country will not necessarily be as successfully followed in another. The goal of education is the betterment of the child. The special aim of character education is to give the child an adequate training in character development to meet the challenge of the times. A definite provision for character education should arouse and imprint in children worthy ideals, and appreciations therefor, - resultant from openminded thought - both of which will be carried into action.** Unless such actions, when and where made, are those which are accepted by the large majority of a community's people, the education for character development has been in vain.

* Principles of Health Education C. E. Turner
D. C. Heath Co. 1932 p. 111

**Course in Citizenship through Character Development
Boston Public Schools - Document No. 10 -1924 -p. 14 and p. 32

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Any topic of study for schools which is important enough to be investigated and directed to be accepted, should have a regular place in school time.

It may be well to heed the warning of Germane and Germane who say, "Sometimes the correlating of subjects into lesson units is far more profitable. Subject matter must not be correlated simply because it is the "vogue." Correlation must be natural."*

To eliminate the well founded question of emphasis while teaching a subject,** character education teaching should be provided for in a regularly-assigned period with the understanding that incidental and personal teaching is to be given when an occasion demands. Unless this is done, no lessons for character aims are prepared, and the teaching will probably be less effective than when lessons are thoroughly planned. This view is opposite to that made in 1922 when Starbuck*** and his collaborators propounded a similar point of view in presenting their plan of moral instruction.

"The plan proposed.....is in no sense a burden to be superimposed upon an already heavy course of study. It leaves the school activities intact. It means only to enrich them by giving such temper and content as training.....The usual opposition is that one must turn aside from the curriculum and school activities and find some other way for character training - must save an interval of time in the too busy day to

* Character Education
Silver, Burdett, and Co.

Germane and Germane
1929

** Education as Guidance
MacMillan Co.

J. M. Brewer
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***Character Education Methods
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Babson suggests a further step that "direct moral teaching should be given by specially trained teachers because:

- (1) Character instruction is a speciality
- (2) the program of the average teacher is already too full, and
- (3) this teacher is often not suited by temperament."**

Regarding the problem of length of time to be devoted to character education the committee on building the course of study should make the decision. Although a short daily period is probably better than one longer weekly period, there are varied tendencies in actual practice. The report of an investigation into the character education activities in public schools was published by the Department of Superintendence in 1926.*** Of the systems reporting,

"Sixty-five percent report use of the opening period for character education purposes;

* "The Teaching of Ideals" W. W. Charters
MacMillan Co. 1928 p. 163

** Educational Method Volume 10 L. R. Babcock
"Directed Moral Training" November 1930 p. 69

***Fourth Yearbook of Dept. of Superintendence
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Sixty-six percent in the first six grades, twenty-seven in the junior high grades, and ten percent in the senior high grades make use of definite periods for character education."*

To make the work tangible and concrete, it is advisable to set up an adequate aim of fulfilling a year's work. Let the teachers consider that when the ground for that year has been conscientiously applied, with the child as the central guiding beacon, she has met her obligation to the subject. A whole course must be planned with the view of stressing accepted traits fitted to the needs of the pupils in each grade. Too much should not be expected for each year, else the curriculum will be crowded and hastily covered. Character is

To summarize the principles discussed with reference to building a character education program, we have: Prepare the school for the launching of the program by a series of teachers' meetings, having reports of groups and discussions in general meetings on:

1. The need for character education.
2. Principles underlying the teaching of character in outstanding school systems.
3. Formulate needs for local school. **
4. Become acquainted with phases of teaching the subject elsewhere. **

* Fourth Yearbook of Dept. of Superintendence
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** Education As Guidance J. M. Brewer
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5. Decide on a definite program for the school.*

6. Arrange a special period for the work.

All of the above is suggested with the view of arousing interest and "selling" the idea to the teachers. This accomplished, better teaching is more likely to follow than if the whole program had been thrust upon the staff. We are now ready to decide upon a main objective for the program.

The Commission on Character Education, of the Department of Superintendence, reviewed several hundred courses of study, books, and articles dealing with character education. Its members formulated some seventeen types of central or major objective which were deducted from the many statements found in the materials which were studied. The commission decided that the most worthwhile objective is: "Character is the integration of values; doing the best possible thing in each situation."

"The good act is one which creates as many and as worthy satisfactions as possible for as many people as possible over as long a time as possible. The rule holds for every race and nation, every age of man. Whether child of three or maid of twenty or sage of sixty, the good character is one who continuously acts in such a way that from his actions flow the results which enrich the living of all those who are affected, over as long a time as the influence of his actions may persist."**

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A similar thought is expressed by Charters* who says, "Consistency of action is highly prized;.....we seek for a larger objective which will resolve the conflict between frankness and courtesy, truthfulness and loyalty. This seeking for principles, ends, points of view, which will make personality one and unified, we call integration."

So we state our major objective for the teaching of character education which reacts favorably to the acid tests of the Department of Superintendence Commission, and of Charters.

Major Objective To arouse and imprint in children worthy ideals, and appreciations therefor, resultant from open-minded thought both of which will be carried into action.** It is the action which counts!

"It is more important that the school teach children how to think, than that it be a channel for the acceptance of present social practices and of ideas set forth by the dominant social group."***

Points of emphasis around which to center these ideals and build appreciations and the accepted actions. The Hutchins Code****forms the base.

1. Desirable Laws of Health

2. Self Control

3. Self Reliance

* The Teaching of Ideals W. W. Charters
MacMillan Co. 1928 p. 26

** Course in Citizenship through Character Development
Boston Public Schools Document No. 10 1924 p. 17 and p. 32

*** Tenth Yearbook Department of Superintendence
"Character Education" 1932 p. 27

****Children's Code of Morals for Elementary Schools
W. J. Hutchins - Nat'l. Capitol Press. Washington, D.C. 1916

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2. Self Control
3. Self Reliance

The Teaching of Ideals
 Macmillan Co. 1938
 p. 28
 W. W. Charters
 Course in Citizenship through Character Development
 Boston Public Schools Document No. 10 1924 p. 17 and p. 32
 See Tench Yearbook Department of Superintendence
 "Character Education" 1932 p. 27
 Hutterite's Code of Morals for Elementary Schools
 W. J. Hutterite - Ed. J. Capital Press, Washington, D.C. 1916

4. Justice in Play
5. Duty
6. Conscientiousness in Work and Play
7. Co-operation
8. Kindness
9. Obedience
10. Loyalty

A definite period should be provided. A short daily period is preferable.

Methods suggested*

Discussion led by teacher or pupils. (Do not give personal opinion on controversial subjects.)

Stories by teacher and pupils.

Current happenings.

Personal experiences.

Readings.

Dramatizations.

1. Make sure to leave the right thought leading to the generally accepted action in the minds of the children.

2. Stress the resultant proper actions in all the methods above suggested.

If the main objective becomes an achievement for the majority of the pupils, then the time spent has been profitable, and the subject is justified.

3. Physical Development

"Health is an important objective of education....."

* Course in Citizenship through Character Development
Boston Public Schools Document No. 10 1924 p. 36

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10. Loyalty

9. Obedience

8. Kindness

7. Co-operation

6. Conscientiousness in Work and Play

5. Body

4. Justice in Play

Lack of interest and failure in school subjects may often be explained by physical defect or weakness. Social maladjustment and emotional instability often have physical bases. Attention to health yields results not only in better health, but more successful, better adjusted, and happier students."*

The elementary school presents great possibilities along the line of physical development and health teaching which really go together. This combination -health education for a more meaningful term** -may well be started as the children enter school. The first essential is a complete physical examination of each child, with a full record of the findings made. It should be carefully done, far more so than we have seen it done in our experience. This enables the nurse, teacher and even parents to become aware of the physical condition of the child and especially in regard to any defects. Those children with defects should be listed separately for the special attention of the nurse and teacher to assist in guiding the correction of the defects. The regular healthy children heading in the proper direction of practicing good health habits. Health records started when the child enters school should follow him throughout his school career.

The teacher should keep notes of any deviation from normal behavior for consultation with the nurse to trace to probable causes, and in turn, to methods of correction.

At least four routine matters may be followed as a part of the health education program. All are valuable and none

* Guidance in Secondary Schools	Koos and Kefauver
MacMillan Co. 1932	p. 375
**Principles of Health Education	C. E. Turner
D. C. Heath and Co. 1932	p. 24

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²² Guidance in Secondary Schools
McMillan Co. 1932
Principles of Health Education
D. C. Heath and Co. 1932
p. 375
C. E. Turner
p. 34

require much time for fulfillment. One is the weighing and measuring of the children to keep a record of their growth.* This may be done once a month regularly. Weight is a good indicator of health and it should be remembered that each child should either grow in height or increase in weight with each weighing.** If one month indicates no material gain it matters not. If the same condition prevails for a third month however, a study of the child should be made first verbally and if necessary by medical examination.** A change in habits will frequently be the cause and this lends a further opportunity for the teacher to guide the child to better pathways. If failures to gain are caused by defects, remedial medical care should be given. "Diagnosis of diseased tonsils, bad heart, or undernourishment is of little use unless the proper means are taken to remedy or alleviate these conditions."*** By following a regular schedule denoting day and time, this work should not take the average class over twenty minutes. The parents should be kept regularly informed of the child's weight and height progress.

A valuable morning health review**** can be completed in five minutes. It may be done by teacher and pupils cooperatively. The inspection may include cleanliness of hands, face, and neck, conditions of nails, removal of extra clothing, and the carrying of a clean handkerchief. Records may be made to show accomplishment or rate of improvement. The need for good personal appearance should be stressed but tact must be shown

* Course of Study in Health Education Comm. of Mass.
Dept. of Education Bull. No. 19 1931 p. 15

** Principles of Health Education C. E. Turner
D. C. Heath Co. 1932 pp. 136-137

*** Guide for Counseling State of California
Bull. No. C-9 Sept, 1931 p. 14 Dept. of Education

**** Course of Study in Health Education - Comm. of Mass.
Dept. of Education Bull. No. 19, 1931 pp. 15-17

CHILDREN'S HEALTH

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* Course of Study in Health Education - Comm. of Mass.

Dept. of Education, Bull. No. 19, 1931, p. 15

** Principles of Health Education of R. Thurston

D. C. Heath Co. 1932 pp. 133-134

*** Guide for Counseling - State of California

Bull. No. C-9 Sept. 1931 p. 14 Dept. of Education

Course of Study in Health Education - Comm. of Mass.

in conducting inspection so that children from less fortunate homes are not embarrassed or humiliated. This period affords a quick glance to check the teaching regarding some habit to be fixed. The observation also aids in observing symptoms of illness, the detection of which the child involved and his classmates benefit.

The mid-morning lunch* to be held during a few minutes of the recess period is valuable in aiding those pupils who need to gain weight. It should consist chiefly of milk supplemented by a few plain crackers. In places where tried, it has been commonly observed that many children gain in weight due to this extra regular feeding of milk. Very often children who will not drink milk at home acquire the habit through the means suggested.** A school fund may profitably be created and used for the purpose of providing the milk to those whose parents' economic means prevent the fact.*** Terman**** goes so far as to say that "The first duty of the school is to feed its hungry pupils.-----To feed them is both less expensive and more effective than to educate them as defectives in special classes.-----The best argument for school feeding is its success where tried."

Brief relaxation periods necessitating children to stand by their desks, face open windows and do stretching exercises for a minute or two are helpful. In the later grades of the elementary school, the period may consist of merely a

few minutes relaxation while in their seats, before beginning

- * Course of Study in Health Education Comm. of Mass.
Dept. of Education Bull. No. 19 1931 pp. 15-17
- ** Developing Personality in the Child at School - G. C. Myers
Greenberg: Publisher N. Y. 1931 pp. 327-328
- *** The Principal and His School E. P. Cubberley
Houghton Mifflin Co. 1923 p. 231
- **** The Hygiene of the School Child Terman and Almack
Houghton Mifflin Co. 1929 pp. 111-114

the next lesson of the day. These short relaxing periods should supplement the regular recesses of the day. This practice would well eliminate the strain of continuous attention which is, in fact, required for younger children even with the normal free activity of the more modern school-teaching tendencies.*

Children become fatigued if they are kept sitting for long periods without relief.** Undue fatigue reduces the child's capacity for work, often causes nervousness and irritability, and if continued day after day, has a marked effect upon physical and mental health. Children in the elementary grades should never be kept sitting for more than half an hour without some relief by big muscle activity or rest periods, and in the first three grades, teachers should provide opportunities for change every fifteen or twenty minutes.

Here is what one educator***reminds us: "The school must turn to the biologist and the physician for guidance in forming a school program that will give to the body needs of the growing child precedence over any mental or academic demand, college entrance requirements included. The school's present confinement of children indoors for so much of the day, its habitual repression of free activity, its waste of nervous energy by its proneness to create unnatural strain and worry in the effort to obtain artificial and uniform results, its emphasis on mental achievements with little attention to nervous costs, etc. must be considered."

* Social Problems and Education E. R. Groves p. 255

** Modern Elementary School Practice G. E. Freeland
MacMillan Co. 1926 p. 308

***Social Problems and Education by E. R. Groves p. 55

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***Social Problems and Education by E. E. Groves p. 53
 Macmillan Co. 1925 p. 308
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 Social Problems and Education E. E. Groves p. 53

At least one period per week - exclusive of the routine points just discussed - is necessary to promote and establish fundamental habits of healthful living and to develop proper attitudes for and to stimulate the acquisition of health knowledge. This period means the carrying on of familiar activities with a new emphasis. The outline of work for these periods should be aimed at the body and its care, through such topics, as: proper foods - habits of eating - sleep and rest - value of fresh air and sunshine - and, care of the body*. The teaching preparatory to the establishment of habit forming is done here.

The physical education phase of health education requires a short daily period of perhaps fifteen minutes for an adequate treatment. It is natural for children to be physically active. Exercise helps the child to develop a strong heart and good lungs. It results in a natural fatigue which calls for complete rest in long hours of sleep. The child who plays vigorously outdoors every day usually eats well, sleeps well and is contented and happy. Special attention should be devoted to those who do not have the natural inclination to participate and to those who do not put forth full vigor**

Exercise in the open is preferred because of the beneficial effect of sunlight. However, where indoor work is necessary at least windows may be opened to permit entrance of a maximum of fresh air and sunshine.

* Physical Welfare of the School Child - C. H. Keene
Houghton Mifflin Co. 1929 p. 307

**Developing Personality in the Child at School - G. C. Myers
Greenberg: Publisher N. Y. 1931 p. 135

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Games at school - whether in or out doors - offer not only a good vigorous form of physical exercise, but a valuable opportunity of developing such social needs such as fair-play, cooperation and the ability to be a cheerful loser.* All should be interested and encouraged to play.** Of course, children who have heart ailments or who are convalescing from severe illness will be restricted from participating in such exercise.

Good posture is a natural outcome of good physical development. The children should be encouraged to sit and stand correctly. Any children who have postural defects should be interviewed and studied by the director or supervisor of physical education for the purpose of diagnosis. "Posture is primarily an unconscious factor dependent upon physical and emotional well-being, lacking which some children develop marked posture defects the correction of which will need particular attention."*** A special class - to meet during the regular physical education periods - should be formed for the purpose of partaking of special corrective exercises to aid in correcting their defects.

4. Vocational Development

In the past, many a child upon leaving of school to enter employment has wandered into any job obtainable. The child was unable to make a wise choice because of an absence of a background of occupational information and experiences fitted to his interests and abilities. Very often parents could not be of service in such matters, and the schools had

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| * Making a Curriculum | Franklin Bobbitt | |
| Houghton Mifflin Co. | 1918 | p. 185 |
| ** Making a Curriculum | Franklin Bobbitt | |
| Houghton Mifflin Co. | 1918 | p. 191 |
| ***Developing Personality in the Child at School | Greenberg: | G. C. Myers |
| | Publisher N. Y. 1931 | p. 352 |

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not considered this matter to be a one of its functions*. Various studies have been made which show that such facts have resulted in much human waste in labor and instability of child workers.**

To care for the situation, vocational guidance programs were introduced to pass on the information, habits and bases for evaluations leading to selections of vocations. Decision as to an occupation was never intended to be made while in school and hence skills were not and are not desired. The aim is to arouse and explore interest and aptitudes, and to cover and explore interests and aptitudes, and to cover a range of experiences. These will have a bearing in the selection of a job for which one is suited, when the job is actually selected.

After a time the schools began to recognize the importance of occupational study in connection with guidance for vocational preparation. This led to a study of occupations to be made in the junior high school. Now, if it is accepted that one aim of education be to prepare oneself to ultimately be ready to fit into some particular employment***then an acquaintance of available occupations is necessary to broaden the child's background before he narrows his interests and makes a decision****

"The director of research and guidance of Providence, in an unpublished statement says: *****

- * Occupational Information in the Elem. School -McCracken & Lamb
Houghton Mifflin Co. 1923 pp. 19-20
- ** Occupational Information in the Elem. School -McCracken & Lamb
Houghton Mifflin Co. 1923 pp. 26-28
- *** Elementary Principles of Education - Thorndike & Gates
MacMillan Co. 1929 p. 36
- ****Principles and Practices of Vocational Guidance - I. D. Cohen
Century Co. 1929 p. 179
- *****Vocational Guidance and Placement - Children's Bureau Pub.
No. 149 p. 397

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- Occupational Information in the Junior School - McCracken & Lamb
Boston, 1933. pp. 19-30
Occupational Information in the Junior School - McCracken & Lamb
Boston, 1933. pp. 26-38
see Elementary Principles of Guidance - Thorndike & Gates
Macmillan Co. 1939. p. 58
see Principles and Practices of Vocational Guidance - I. D. Cohen
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No. 143. 1937

"One of the most baffling situations which a counselor meets in interviewing young children as they leave school is their entire lack of knowledge of various occupations. They want work that is "easy, clean, and well paid" and do not care exactly what kind it is. They do not know what a trade is, do not understand the advantages of learning a trade, and do not appreciate the value of an education. The vocational guidance of such children without educational guidance, try-out courses, and courses in occupational information is a farce. The course in occupations is necessary in meeting this situation."

Bonser says, "To make an intelligent selection of an occupation to be followed as a life career, one requires a knowledge of various kinds of occupations and opportunities, and a knowledge of one's own capacities."*

This necessitates - somewhere along the line - an acquaintance with the nature of the more common jobs. The place chosen has been the junior high school.

Allowing that this knowledge of occupational pursuits is necessary, its study might well dip down into the elementary school. To study twenty to thirty occupations is not adequate. All the chief lines of employment of a given area should be covered to adequately fill the objective and even the study of occupations throughout the three years of junior high school would not be sufficient. For example, in the White House Conference Report, Committee on Vocational Guidance, there is a section containing a bibliography of occupational pamphlets.**

* The Elementary School Curriculum
MacMillan Co. 1927

F. G. Bonser
p. 59

**Comm. of Vocational Guidance - White House Conference
The Century Co. 1930

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All have been published since 1920, and no material which was typed or mimeographed is included in the list. By actual count there are one hundred forty seven occupations listed and many of these, in actual practice, are subdivided into different jobs of the major occupations. A careful scrutiny reveals that all are occupations which can be found in Greater Boston, and all are common lines of work. Doubtless a survey of this area would reveal many others, but let us consider just the one hundred forty seven of the list. Granting that a study of occupations is a valuable channel of the vocational guidance program and mindful of our previous statement that fifty percent of the children in this country who enter the first grade leave school by the end of the eighth grade, is it obvious that the study of occupations be wisely started in grade six.

"In the elementary school period evidence of interest in occupations, and capacities for them are not always final, but they are prophetic. The curriculum should offer large opportunities for securing occupational information, and for developing and testing occupational interests and capacities."*

Proctor writes that occupational information "..... should be given just as soon as a child begins to take an interest in which older persons about him are doing. Such an interest manifests itself so early that there is ample justification for beginning to give such information in the kindergarten."**

Brewer*** believes that it should be given as early as the fifth and sixth grades.

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| * The Elementary School Curriculum | F. G. Bonser |
| MacMillan Co. 1927 | p. 60 |
| ** Educational and Vocational Guidance | Wm. M. Proctor |
| Houghton Mifflin Co. 1925 | p. 269 |
| *** Vocational Guidance through the Life-Career Course | |
| School and Society Vol. VI Nov 10, 1917 | pp. 541-545 John M. Brewer |

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222. Houghton Mifflin Co. 1933. p. 288
Educational and Vocational Guidance W. H. Proctor
p. 60
The Elementary School Curriculum L. G. Howes
School and Society Vol. VI No. 10, 1914 pp. 541-545 John M. Brewster

In the elementary school we should begin by studying the occupations to which the elementary school or early junior high pupils are limited in order to prepare those who drop out.* There are two principal methods followed. Some schools, probably where the curriculum is felt to be overcrowded, seek to discharge the responsibility by giving vocational information in connection with one or more of the traditional school subjects.** History, geography, and English are the usual school subjects utilized in this way.*** This means that little or no special time is spent in directly disseminating occupational information, but such knowledge is given through studying occupations as a means of motivation for the other subjects named. Although this kind of instruction is extremely valuable as supplementary work, the introduction of vocational information into regular school subjects, however well planned, cannot take the place of a definite course of study for occupations. If a subject is important enough to be taught in the schools then it warrants a special, separate time for its teaching. In schools where such necessary occupational information is being correlated with the study of history and geography, there is a question as to the location of the stress for the lesson's aims.**** For example, should a teacher plan a lesson from the standpoint of an understanding and appreciation of the effects of a river or mountain system on the people of a given area, or from the standpoint^{ok} a sailor or a miner?[?] Surely it takes a skillful teacher to successfully teach one subject that

* has one specific aim, let alone the task to teach one subject.
* Education as Guidance - J.M. Brewer - MacMillan Co. 1932 p. 163

** Principles & Practices of Vocational Guidance - I. D. Cohen
Century Co. 1929 pp. 282-283

*** Ibid.

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In the elementary school we should begin by studying the occupations to which the elementary school or early junior high pupils are limited in order to prepare those who drop out. There are two principal methods followed. Some schools, probably where the curriculum is felt to be overcrowded, seek to discharge the responsibility by giving vocational information in connection with one or more of the traditional school subjects. History, geography, and English are the usual school subjects utilized in this way.^{***} This means that little or no special time is spent in directly disseminating occupational information. For each knowledge is given through studying occupations as a means of motivation for the other subjects named. Although this kind of instruction is extremely valuable as supplementary work, the introduction of vocational information into regular school subjects, however well planned, cannot take the place of a definite course of study for occupations. If a subject is important enough to be taught in the schools then it warrants a special, separate time for its teaching. In schools where such necessary occupational information is being correlated with the study of history and geography, there is a question as to the location of the areas for the lesson's time.^{***} For example, should a teacher plan a lesson from the standpoint of an understanding and appreciation of the effects of a river or mountain system on the people of a given area, or from the standpoint a sailor or a miner. Surely it takes a skillful teacher to successfully teach one subject that

with varied aims. It is good logic to do one thing at a time; to achieve one goal before seeking another.

The study of occupations, started in grade six, should have provisions for separate classes of boys and of girls for the obvious reason that their future employments will differ. The chief objective should be for the acquisition of vocational information and the nucleus, a detailed study of selected occupations - "the duties, remuneration, qualifications, opportunities, the training period required for each"* from the point of view of the worker. The direct, personal approach probably makes a special appeal to younger children. Such a course may touch upon a wide variety of personal factors involved in vocational success, such as the proper manner to appeal to others and the matter of neatness in appearance and work. Toward the latter part of the sixth grade school year, explanations and discussions of the courses or elected subjects offered in the next higher school grade will constitute valuable class work for the subject.**

The outline for the course is better when planned by a council interested in the work. A teacher should be especially designated for the subject. But many teachers have little knowledge either of the subject or of the technique of presenting it. Few know anything of business or industry at first hand, and many are not acquainted with the results of the research studies in this field. However, until such time arrives that teachers will be specially prepared for this

* Guidance in Secondary Schools
MacMillan Co. 1932

** Education as Guidance
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Koos and Kefauver
pp. 86-87

J. M. Brewer
p. 163

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particular work, it is necessary to do the next best thing, to make the best available choice possible under the conditions existing at the specific instance. The teacher selected must have zeal and zest for the work and preferably be one who actually has done work other than teaching. A great variety of supplementary material must be drawn upon - outside reading over a wide range, pictures, posters and moving pictures.*

Much present day literature in the field of education makes mention of taking the groups of children to the bank, newspaper office, factory, foundry, ship-yard, and the like, to see for themselves the chief features of such occupations.** This work is especially valuable because of the enriched experience and better comprehensions which result from such visits. Data is made available for use in motivating the lessons of geography and English classes. In addition, such excursions offer a superb supplement in studying the occupations.

The use of outside speakers and the holding of interviews with persons engaged in specific occupations or industries, for the purpose of enriching the course in occupations, will be valuable only if the persons understand and can reach the levels of the sixth grade pupils. "When making use of this plan there should be a conference between the teacher and the speaker concerning the points to be brought out, so that the important phases of the occupation may be emphasized.

* Occupational Information in the Elementary School

Houghton, Mifflin Co. 1923 pp.67-76 McCracken & Lamb

**Principles and Practices of Vocational Guidance - I. D. Cohen
p. 184 and pp. 261-280

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The speaker should understand the ultimate purpose of the information he is to impart, and that such information should be strictly reliable and untinged by personal bias."*

5. Minimum requirements for a guidance program

These minimum requirements then for our suggested program permits the possibility of being followed even by a rural school. True the means available will vary and the results attained will likewise vary in proportion, but the plan can be practiced without need of additional expense. For the most part, it calls for sane use of the facilities already available. The principal may act as the chairman and counselor for the guidance committee which may be composed of the teachers. If the program were followed with a conscientious effort to develop each pupil mentally, morally, and physically to his maximum, a greater attainment for the child and the community would result than would otherwise be the case.

We have previously offered evidence that the needs of education warrants a definite plan of guidance to a maximum of the present needs. We say present needs, for we are mindful that the educational requirements of to-day will not be the same as those of tomorrow! Meriam states, "It must be insisted that a curriculum will be tentative; never static. A curriculum can never become conventional, since it will be governed constantly by the conditions of life. These conditions are ever changing."** Let us turn to a discussion of those factors necessary to supplement our program in order to completely guide our youth.

* Occupational Information in the Elementary School
Houghton, Mifflin Co. 1923 pp.80-81 McCracken & Lamb
** Child Life and the Curriculum J. L. Meriam
World Book 1921 p. 79

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"Enough has been said to indicate the danger of centralization of school administration and to emphasize the fact that all the problems of the schools are reaching the point where they are so complex that they demand for their solution the services of experts. Schools should be directed by considerations of efficiency in contributing to the development of pupils so far as efficiency can be attained within the limits of the ability of communities to support schools."*

The National Vocational Guidance Association recommends a ratio of one counselor to five hundred pupils. On this basis we say that for every five hundred elementary school pupils there should be the following workers and facilities to complete the job of providing adequate guidance. In the building or buildings there should be a counselor, a visiting teacher, a nurse, and an attendance officer.

(a) Counselor

In small schools, the principal may attempt the work of counseling. However, in the schools which have principals it is doubtful as to what extent they can properly do their own work, let alone attempting to supplement their work by trying to act as counselors. The supervision of instruction must be regarded as the chief duty of a school principal, the one for which he must hold himself responsible. Because a great number of elementary school principals throughout the country to-day are exerting very little or no influence on the instruction given in their schools, and so are contributing

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nothing toward the primary purpose for which schools are organized, cannot be accepted as a condition over which they have no control. A survey of conditions has revealed what a small part of school time is devoted to supervision. A friend of Cubberley* kept a record of how he spent his time as an elementary school principal. His findings follow:

Time Distribution Found	Per Day			
Seeing and talking with parents	50 minutes	or	17%	
Seeing callers, other than parents	15	"	5%	29%
At the telephone	21	"	7%	
Dealing with pupil cases	35	"	12%	
Attendance - officer work	10	"	3%	15%
Building inspection and supervision	15	"	5%	
Messages to and errands for teachers	13	"	4%	16%
Doing virtually janitor work	21	"	7%	
Writing notes and letters	25	"	8%	
Office work, records and reports	35	"	12%	25%
Work connected with storeroom	15	"	5%	
Left for classroom supervision	45	"	15%	15%
	300 minutes	or	100%	100%

After studying the facts found, the principal referred to then logically set out to re-organize, and re-locate his activities and methods of work so that after a revision he was able to devote approximately fifty to sixty percent of his time to carefully planned supervision of the instruction in his school.

The point is, that even in the efficiently organized school, such as the one referred to became after a reorganization, there is much work to be done by the principal. To have a definite program of guidance in efficient operation, a counselor is needed. This means no additional expense to the system when the proportionate gain to the children is considered.

* "The Principal and His School"
Houghton Mifflin Co. 1923

E. P. Cubberley
p. 46

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Many people actively engaged in counseling have arrived at their positions through years of experience and hard work*. The jobs were to be done and they did them to the best of their abilities. All pioneering is done in similar fashion. But counseling is now emerging from the experimental stage. Teachers are becoming counsel-minded, but it cannot be expected that every teacher be so equipped that he can give wise guidance to all of the individuals who come to him for help**. Nor has every teacher the personality for this human and specialized work**. A counselor should be a person of broad experience and culture and a person who really appreciates and understands the child and his difficulties*. This implies that he has not only had experience of a teacher but, more important, he must have had success in this experience. He must be alert in thought and unbiased in his actions.

Kitson says, "A counselor must have a personality that is unusually appealing to young people and must be able to win their confidence and trust."***

Myers writes, "Among the qualifications, aside from special training, which those who select counselors often emphasize are: 1. a personality which attracts and gets on well with pupils; 2. sufficient maturity to command the respect of pupils and fellow teachers."****

In other words, a counselor to have success must have a pleasant mutual relationship existing between him and the

- * Guidance in Secondary Schools - Bull. of the Dept. of Secondary School Principals - Bull. No. 19 Jan. 1928 p. 49
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- *** Harry D. Kitson "Opportunities in Vocational Guidance" Teachers College Record Vol. 31 No. 8 May 1930 p. 771
- **** Vocational Guidance Magazine Vol. V p. 315 April 1927
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While the elementary school counselor may seldom guide children to immediate work, nevertheless a wide experience in any occupation other than teaching is of inestimable value in gaining a social understanding that is necessary to give well rounded advice.* A counselor who prepares himself concerning this phase by extensive reading can never hold appreciations and understandings which result from actually experiencing a participation. Even summer work gives a fund of experience from which one can frequently draw.**

Besides having these general qualifications, there is much working material a counselor must have at his command." Counseling is too delicate a job and the results are too far reaching to turn the task over to any one but a person qualified by training and experience. This is an age of specialization and the counselor is no exception."*** Every phase of a child's life is in constant need of guidance and as it is difficult to separate one kind of guidance from another, some overlapping is bound to occur. Hence the necessity of a survey of the necessities of the field before a selection is made of the specialist to give the expert assistance needed by the child. Among the other fields of background which the counselor needs to have

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* Vocational Guidance Magazine Vol. V. p. 315 April 1927

"A Training Program for Counselors" George E. Myers
** Educational and Vocational Guidance Wm. M. Proctor
Houghton Mifflin Co. 1925 pp. 320

***Guide for Counseling State of California
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Sociology is so inclusive a subject that it is necessary to decide some bounds. The conception of sociology that has for its end the well-being and individual happiness of mankind is the one we are interested in. A knowledge of society as it exists is important. An understanding of the origin, structure and activities of society must be had to understand the present and to know the base upon which to build and improve. Case studies and interpretations of the findings should be made for herein lies an important job of the counselor*** The studying and handling of individuals for better well-being is a necessary information for a prospective counselor****

A course should be taken to know the purpose of the mental hygiene movements and the terminology used in their connection. The field of psychiatry must have a specialist to direct the work, but a general knowledge of social psychiatry is necessary for all counselors in order to deal with certain "mind sets" and other behavior problems***** An acquaintance must be made with the literature of the field. "A knowledge of the need for respecting the individuality of the child, and of conditioning his environment so that the individual has full expression and control of himself is desired."*****

- * Nat'l. Society for Study of Education - Twenty-third Yearbook
Published in 1924 p. 177 F. G. Bonser
- ** Educational and Vocational Guidance Wm. M. Proctor
Houghton Mifflin Co. 1925 p. 321
- *** Pupil Adjustment W. C. Reavis
D. C. Heath Co. 1926 p. 66
- **** Principles and Practices of Vocational Guidance - I.D.Cohen
The Century Co. 1929 p. 145
- ***** Guide for Counseling State of California
Bull. C-9 Sept. 1932 Dept. of Education p. 33

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** Educational and Vocational Guidance Wm. W. Proctor

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W. L. Rensis

1928 p. 66

***** Principles and Practice of Vocational Guidance - L. L. Gopher

The Century Co. 1929 p. 145

***** Guide for Counseling State of California

Dept. of Education p. 33

We must never lose sight of the fact that the economic conditions which surround the child have a weighty influence upon his environment and development. Consequently, a foundation course dealing with principles of economics should be taken by the counselor so that he will have a common ground upon which to build his thinking while studying possible remedial measures to effect a change for the individual being studied.* A knowledge of elementary economics is necessary to assist in studying problems related to employment as they arise.

Since the counselor must always consider all aspects of the child, no guidance can be of great value unless it includes the physical development. A course in the principles of health education and child development would give this insight. While it is readily known that insufficient data exists to prove conclusively all findings, nevertheless, a good deal of workable information is to be had concerning nutrition, disease prevention, proper habits, and attitudes which should be incorporated in the everyday life of the child through school work.

Our increasingly complex civilization is making vocational choices more difficult, and youth needs, more than ever before, to have an understanding of the available choices of occupations. This is necessary in order that a selection of a field in which he is most likely to succeed may be possible. Hocking makes this comment:**

* Twenty-third Yearbook - Nat'l. Society for Study of Education 1924 p. 177 by F. G. Bonser

** "Human Nature and Its Remaking" W. E. Hocking
Yale University Press p. 102

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Looking upon this comment:

"If someone has gone wrong, it is very likely that he is in the wrong place; give him the right work and the right neighborhood, and going right follows of its own accord. Or, what we call sin may be an accident in the normal process of groping our way into our place."

A course in vocational education must be an analysis of vocational activities and the skills that are required to achieve probable success on the various occupational levels. The relative wage earning possibilities of various jobs, their hazards, and their advantages should be a part of this course. Along with this job analysis, which gets down to fundamentals, we need a technique developed that will make possible the realization of our basic responsibility - but which will not be of concern until the near completion of the secondary school - placement, follow-up work and adjustment.*

The importance now attached to the present development of tests and measurements, such as aptitude, character, achievement, and intelligence tests, and the need for their use, makes it necessary for the counselor to know not only what has been accomplished in this field, but also to keep in touch with the newer movements.** Practice in giving tests and the interpretation of them should be a part of this course because expert giving and interpretation is necessary lest error lead to serious diagnosis and treatment. Tests should not be considered as an end in themselves. Rather, they should form a most necessary and especially valid aid in supplementing case history,

* Guidance in Secondary Schools Koos and Kefauver
MacMillan Co. 1932 p. 573

**Twenty-third Yearbook of Nat'l. Society for Study of Education
1924 p. 177 F. G. Bonser

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data, and accomplishment. "Along with this course, elementary work in studying statistics should be had so that the significant findings may be realized. It is necessary to have training in sorting out the facts, assembling the same, and putting the findings into use. Statistics like tests, only form tools for the counselor to use."*

The elementary school counselor must have been a successful teacher.** To have been such he must have had a thorough knowledge of the principles governing elementary education and an understanding of the pupils of the grades. He should also have a knowledge of the same facts concerning the next highest school unit - secondary education. This is necessary in order to know the direction to which education is heading, and just what he - as a counselor - should offer as guidance for those pupils going to the next highest school unit.***

To supplement this preparation, it is obvious that he must have a special training along the lines of counseling which is a practical application of these principles and practices. The technique of the conference method, the distinction between group and individual counseling, the making of case studies, the dangers to be avoided, and the opportunities to be seized, all should be familiar to the person who would guide our youth.

With all these prerequisites necessary, the task of obtaining a suitable candidate to fill the position of counselor is difficult. This is granted, but with the reminder that nothing is perfect and so the wise thing to do is to make the

* Guide for Counseling State of California

Bull. C-9 Sept. 1921 p. 36 Dept. of Education

**A Training Program for Counselors G. E. Myers

Vocational Guidance Magazine April 1927 Vol. V. p. 315

***Principles of Guidance A. J. Jones

McGraw, Hill Co. 1930 p. 27

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best selection possible of the size of the mercenary attraction. The best selected of a group surely makes for better efficiency of the guidance program. In comparison, a school with no counselor gropes in the dark.

The counselor's duties and responsibilities include service to the teaching personnel, to the pupils, and to the community*. Such service should result in making each teacher acquainted with the resources of the school, with the scope and purpose of the curricula, the school policies, the scope and purpose of the pupil activities both in and out of school, and the social and economic conditions of the area which the school serves*. The counselor must be prepared to meet every need as an occasion arises, and be able to lead all concerned to be cooperative. If the counselor is required to teach, the load should be light so that adequate time is assigned for the discharge of his counselor duties**. The right to part time use of the clerical assistant may be necessary to provide completeness of files and personal data. In general, it may be said that the counselor of the elementary school assists in keeping children adjusted, gives information about curriculum choices and types of schools open to them. There are many specific activities under these general items, the number would be large. Most of them would be classified under individual interviews with pupils; interviews with parents, attendance officers, social workers, and teachers about the problems of children; conferences with groups of children; and the necessary office work for the administrative

* Principles and Practices of Vocational Guidance - I.D.Cohen
The Century Co. 1929 pp. 143-144

**Guidance in Secondary Schools - Dept. of Secondary School
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The Century Co. 1933 pp. 143-144

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(b) Visiting Teacher

The visiting teacher is a professionally trained counselor who applies case work methods in dealing with personality maladjustments.* Her principal function is to assist the school and the home to make a satisfactory adjustment of a problem as a means of preventing future delinquency.* She attempts to discover those elements of the environment which act as hindrances to the child's development and which should be discouraged. This teacher next works out a plan, agreeable to the parents, teachers, and child, which will result in corrections to the defects caused by maladjustment. This person, then, is the "contact" between home and school. There are three usual types of problems referred to the visiting teacher:**

- (a) Educational misfits - retarded children with good mentality, unsatisfactory placement, difficulties with certain subjects,
- (b) Problems with personality - lying, stealing, maladjustment,
- and (c) Social problems - poverty in the home, unsocial attitudes of parents.

Usually the visiting teacher discusses the problem with the child to see if he cannot suggest ways of mending his own difficulties. Then she works with other members of the child's family to obtain an interpretation of his problems and needs, and to enlist the family's co-operation. Very often

* Principles of Guidance
McGraw Hill Book Co. 1930

A. J. Jones
pp. 179-180

**Tenth Yearbook Department of Superintendence
"Character Education" 1932

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Usually the visiting teacher discusses the problem with the child to see if he cannot suggest ways of meeting his own difficulties. Then she works with other members of the child's family to obtain an interpretation of his problems and needs, and to enlist the family's co-operation. Very often

discoveries made here necessitates communication with social agencies to help the child or family*. The final job is to study the facts found and interpret the child to his teachers, and, through conferences, to assist the teachers in making a satisfactory school adjustment*.

The functions of the visiting teacher are best expressed in the words of the survey made in 1921 by the National Association of Visiting Teachers and Home and School Visitors, which states that "a summary of their functions would comprise**:

1. Study of the individual unadjusted child and his problem.
2. Interpretation of:
 - (a) School and parents to one another.
 - (b) Child and parents to one another.
 - (c) Child and school to one another.
3. Securing cooperation of parents, school, and community in the interests of special children and of increased educational facilities for all children.
4. Adjustment of the child's difficulties whether the cause to be found in the home, school, or neighborhood.
5. Socialization of the school's point of view.
- (c) Nurse

A school nurse is necessary for an adequate supervision of guiding the pupil with regard to health and sanitation. She is the one to work with and advise teachers and parents on matters affecting child health. A good list of specific duties of the school nurse is reproduced from Turner:***

- * Juvenile Delinquency Reckless and Smith
McGraw, Hill Book Co. 1932 p. 180
- ** Annual Report of the National Association of Visiting Teachers and Home and School Visitors 1921 p.60
- ***Principles of Health Education - C. E. Turner
D. C. Heath Co. p. 271

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1. To maintain a high standard of health and sanitation in the school.
2. To give first aid in case of accidents.
3. To give instruction in health and sanitation to the pupils.
4. To give instruction in health and sanitation to the teachers.
5. To give instruction in health and sanitation to the parents.
6. To give instruction in health and sanitation to the community.
7. To give instruction in health and sanitation to the state.
8. To give instruction in health and sanitation to the nation.
9. To give instruction in health and sanitation to the world.
10. To give instruction in health and sanitation to the universe.

(a) "To inspect pupils returning after an absence due to illness, or those especially referred by teachers.

(b) To assist the physician with health examinations.

(c) To assist in the control of communicable diseases.

(d) To keep satisfactory medical and nursing records of the health conditions of children.

(e) To follow up children with physical defects in order to urge parents to have the defects corrected and, if necessary, to arrange for having it done.

(f) To give health instruction in the home and to interpret the school health program to the home.

(g) To attend emergencies and administer first aid at school in the absence of a physician.

(h) To support and assist the teacher with the health training program.

(i) To develop and maintain satisfactory relationships between the school and all health resources of the community - private physicians, dentists, social and welfare agencies, as well as public health, educational, professional and civic organizations."

Where a visiting teacher is not employed the nurse may be called upon to acquaint parents with the condition and needs of a child, and to interpret the home environment of individual children to the teacher and counselor*.

(d) Physician

It goes with further saying, that a physician is needed for a short daily school call to supervise communicable disease

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- (e) To follow up children with physical defects in order to urge parents to have the defects corrected and, if necessary, to arrange for having it done.

(2) To give health instruction in the home and to interpret the school health program to the home.

- (g) To attend emergencies and accidents that arise at school in the absence of a physician.

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When a visiting teacher is not employed the nurse may be called upon to coordinate parents with the condition and needs of a child, and to interpret the home environment of individual children to the teacher and counselor.

(d) Physician

It goes with further saying, that a physician is needed for a school health program call to recognize communicable diseases

control and immunization when necessary. Surely one is needed to make the yearly complete physical examinations.

For adequate guidance service, however, the physician's activities may be divided into four main parts*. One of these is inspection of the sanitation of the school plant, covering such matters as general sanitation, ventilation, seating, and advice to the janitors. The second includes health examinations covering inspection for communicable diseases, physical examination, and health-habit investigation. Thirdly, the physician acts as health adviser: to the nurse, concerning infectious disease, correction of defects, and the hygiene of the child; to the principal and teachers, covering various factors of the sanitation of the building, and as regards their own personal health; to the superintendent, concerning the organization of a school-health program, the hygiene of the daily program, and physical education. As a fourth duty, he engages in such special activities as instructing the nurses, and working out proper schemes of correlation and cooperation with the local health department.

(e) Attendance Officer

In times past, the position of attendance officer was filled by an officer or policeman whose duty was that of looking up truants and forcing them to return to the regular school or a reform school**. He was looked down upon with disrespect by the parents of such irregular children he investigated, and looked up to with fear by those subjects of his searches. Times

* The Physical Welfare of the School Child C. H. Keene
Houghton Mifflin Co. 1929 p. 110

**Juvenile Delinquency Reckless and Smith
McGraw Hill Co. 1932 p. 176

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have changed and it is interesting to note in comparison the present day attitude of children and parents in regard to police officers with those existing attitudes of a few years back.

Psychologically, it may be well to even change the name "attendance officer." Reckless and Smith suggest that we "replace the truant officers or transform them into visiting teachers or social workers."*

The newer type of attendance supervisor should serve as a connecting link between the home and the school, interpreting one to the other.** He makes home investigations relating not only to absence and irregular attendance, but also to working permits and releases. As he discovers home problems which affect child welfare, he must be the go-between to aid in correcting such conditions. Through personal study plus knowledge from experience, he should be able to diagnose problem cases of different sorts.** To do these things intelligently, it is apparent that his training and experience should differ from that of the old type of attendance officer.

The newer type officer should have had college training with considerable work in social case work, child welfare, and school administration.*** With such a knowledge he would be more readily able to be of real service in enlarging pleasant, understanding relations between the home and the school.***

6. Other helpers needed in the school system

The counselor in performing his duties may need to make use of other agencies to assist in solving the problem of

- * Juvenile Delinquency 1932 Reckless and Smith
McGraw Hill Co. p. 176
- ** Problems of Child Welfare G. B. Mangold
MacMillan Co. 1926 p. 282
- ***Tenth Yearbook Department of Superintendence
"Character Education" 1932 p. 263

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The newer type of attendance supervisor should serve as a connecting link between the home and the school, inter-acting one to the other. He makes home investigations re-fering not only to absence and irregular attendance, but also to working habits and behavior. As he discovers home problems which affect child welfare, he must be the go-between to aid in correcting such conditions. Through personal study plus knowledge from experience, he should be able to diagnose pro-blems of different sorts. To do these things intelligently, it is apparent that his training and experience should differ from that of the old type of attendance officer.

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"Character Education" 1932 p. 203
 Department of Superintendence
 Macmillan Co.
 1930 p. 203
 Problems of Child Welfare
 C. W. Langford
 1932 p. 176
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guidance. Among these are: psychologists, psychiatrists, special classes, and clinics. Of course a school would not be large enough to warrant the use of all these aids, but they should be available for use by the schools in the system for they are necessary to complete the guidance of the doubtful and difficult cases. They form a necessary link in the chain of an organized guidance program.

(a) Psychologist

It is obvious that those who accept the responsibility of counseling and guiding children in their school progress must have a full knowledge of the individuals with whom they deal. The psychologist is interested in discovering and measuring the child's abilities and disabilities and planning a treatment on the basis of his findings. It is necessary to study all the accumulated data before making a diagnosis and treating the case. To assist in his work he applies tests of various sorts to give certain information. His findings are usually followed by definite methods of treatment which may be assignment to a special group, a certain re-adjustment either at home or at school, or special coaching to get a certain phase of the fundamentals. The psychologist's diagnosis and treatment have great value for the individual case studies, but nevertheless they should not be considered as final*. It is possible to study two children of the same age, with similar mental ages, similar environments, and same proper schooling, and yet one might show indications of normal type of citizenship while the

* Pupil Adjustment
D. C. Heath Co.

W. C. Reavis
1926 pp. 73-74

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other displays undesirable principles, desires, and behavior.* Here is a valuable comment regarding the need of closely checking the psychologist's findings.

"Just as each individual has a certain mental level or quantity of intelligence available, so he has a definite quality of that quantity. This quality may be good or poor. No matter what the child's mental level, that intelligence which he has may function efficiently, inefficiently, peculiarly, disastrously, or unpredictably, because of such difference of quality. This complicates matters exceedingly. Actually, a statement of the mental level of a child may be misleading, for any child is apt to be the one in whom mental function, not mental level, is the determining factor in behavior."**

While the psychologist's diagnosis may be considered basic it is necessary to supplement the facts found by giving consideration to physical and health conditions, history, environment, and personality traits.*** This combination will make the prognosis of future needs more reliable.

(b) Psychiatrist

The psychiatrist is a physician who interests himself in studying the mental and emotional life of pupils who need adjustment.*** Psychiatry is new and it is aimed at diagnosing those abnormal cases "in which emotional disorders have affected the health or the normal functioning of the individual."****

The psychiatrist encourages those coming to him to relax and

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| *Pupil Adjustment | W. C. Reavis |
| D. C. Heath Co. 1926 | pp. 73-74 |
| **The Unstable Child | Florence Mateer |
| D. Appleton N. Y. 1925 | p. 7 |
| ***School Bulletin Vol. IV | No. 4 p. 3 |
| City of Berkeley, California | |
| ****Principles of Guidance | A. J. Jones |
| McGraw, Hill Co. 1930 | p. 176 |

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unburden themselves and tell those thoughts and desires which would seem unthinkable and aghast the average person. His chief methods rest with the use of questions through which he hopes to find factors not revealed by medical examinations or mental tests, observation of behavior, and studying the family history*. Continuing to the logical final step, the psychiatrist prescribes treatment which is usually administered through a social worker or visiting teacher whose job it is to bridge the gap between teacher and parent and have both co-operate in understanding and attempting to follow the advice of the psychiatrist.** "The treatment of the child may involve medical care, advice pertaining to mental and social attitudes, or adjustment of the environment to a new class or a new school."*

In social work, to make a scientific report, and to indicate relief which will be of a lasting nature, we have made mention of certain data to be considered. The history of the child must be assembled, and studied in conjunction with the facts found by the examiners, in order that welfare may be assured. Such data is of extreme importance to educators in order that they may understand the child. The compiling of the data must be skillfully done in order that it be accurate. Many outlines have been developed for the listing of such facts, and one of the less complicated, yet complete, forms follows:

Outline of Individual Case Study

1. Chronological date Includes date and place of birth, with important events during development period.

* Principles of Guidance A. J. Jones
McGraw, Hill Co. 1930 p. 177
** Berkeley School Bulletin City of Berkeley, Calif.
Vol. IV No. 4 December, 1932 p. 3
***Calif. Bureau of Juvenile Research Bulletin
No. 10 Whitten State School, Whitten, Calif.

2. Intelligence Results of tests, measurements, observations, and opinions of persons who have known the subject.
3. Temperament Refers to the expression of character in the form of mood. Ranges from pathological depression to pathological excitation. The common classifications are phlegmatic, calm, moderate, active, and excitable.
4. Other mental conditions Refers to mental conditions and expressions which are not strictly intellectual or temperamental.
5. Physical condition Includes personal description, results of medical examinations, physical tests and measurements, and physical developmental history.
6. Moral character This refers to that phase of the individual make-up "which produces in varying degrees adaptation and conformity to social custom." Includes trustworthiness, honesty, personal habits, and religious attitude.
7. Conduct Detailed account of behavior, including mis-conduct and conditions under which good conduct is obtained. Details of offenses committed.
8. Associates An account of the subject's choice of companions or of the kind of company kept.
9. Amusements Favorite pastimes, with extent and result of indulgence.
10. Education School attainments and progress as determined by (a) standardized tests, and (b) interviews with teachers and principals.

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7. Conduct Detailed account of behavior, including its conduct and conditions under which each conduct is obtained. Details of offenses omitted.
8. Associates In account of the subject's choice of companions or of the kind of company kept.
9. Attitudes Favorable positions, with extent and result of influence.
10. Education School attainments and progress as determined by (a) standardized tests, and (b) interviews with teachers and principals.

11. Vocational record Kind and extent of employment with indications of success. Special abilities or disabilities.

Judgments based upon psychological, educational, and physical examinations.

12. Home conditions Detailed account, based upon Whittier Scale for Grading Home Conditions.

13. Neighborhood conditions Detailed account, based upon Whittier Scale for Grading Neighborhood Conditions.

(c) Clinics

Very often it is found that those pupils who have defects which are possible to correct are handicapped because home conditions, social but usually economic, will not permit. Therefore it has become necessary to develop and use special free clinics. The policy has been to treat those children of families which cannot afford to pay.* These clinics have been developed through such aids as business and social clubs, hospitals, health departments, and school departments.* Where they do not exist schools might take the lead for their formation if a sufficient number of cases for the treatment of tonsils, teeth, eyes, throats, lungs, and hearts need attention.

To complete our full guidance program we also need special classes for those children who cannot successfully follow the regular program because of either poor physical conditions or some physical defect. The school district or at least the system should have various types of classes because children with certain handicaps require a special mode of instruction.** Now that rural communities have had experience

* The Physical Welfare of the School Child - C. H. Keene
Houghton Mifflin Co. 1929 p. 156

** Problems of Child Welfare G. B. Mangold
MacMillan Co. 1926 p. 174

11. Vocational record Time and extent of employment with its
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(c) Diagnosis

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in transportation of pupils even from a wide area there should be no reason why the use of these needed classes for handicapped children cannot be extended. Crippled children are unable to move from room to room, and need especially planned desks. Blind and deaf children can move, and should associate with normal children as much as possible. The blind need books of a point type, while the semi-blind need books printed in the large type.*

Various measures are employed in dealing with such groups. In some places, special classes have been formed, in others an attempt has been made to solve the problem by flexible forms of grading or by the assignment of special teachers to the schools for rendering aid to special groups or individuals. The method followed is of little concern, for the important thing is the consideration that something is conscientiously being done to guide such afflicted children to make the most of their available facilities. We are fortunate that our state has laws which make it compulsory for the communities to render aid where it is needed. A copy of School Hygiene Laws, distributed by the Massachusetts Department of Public Health, should be in the hands of each teacher.

Dr. Keene reminds us, "Too often the crippled child has been left to grow up in ignorance. Severe deformity is still sometimes regarded as a legitimate excuse for illiteracy.-- Few lines of educational endeavor are more profitable than special schools for cripples. Nearly all cripples may be made

* Problems of Child Welfare
MacMillan Co. 1926

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Various measures are suggested in dealing with such groups. In some places, special classes have been formed, in others an attempt has been made to solve the problem by flexible forms of grouping or by the assignment of special teachers to the schools for reading and so-called groups or individuals. The method followed is of little concern, for the important thing is the consideration that something is being scientifically being done to guide and assist children to make the most of their available facilities. We are fortunate that our state has laws which make it compulsory for the communities to render aid where it is needed. A copy of School Hygiene Laws, distributed by the Massachusetts Department of Public Health, should be in the hands of each teacher.

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self-supporting and rendered capable of leading happy and useful lives."*

Concerning the deaf, Dr. Keene continues, "The rule should be, educate the deaf child in the highest type of school for which he is fitted. What this may be in any particular case can be determined by a study of the individual child."**

The education of these classes must not interfere with that of the normal children, but all are entitled to the advantage of an education, even though the labor expended on one group exceeds that expended on the other.***

Such groupings should include classes for the blind, lip-reading classes for the deaf, classes for crippled children, speech-improvement classes, classes for the mentally retarded, and classes for the anemic and tubercular group. These should remain as such for instruction purposes, but during other periods of the day the pupils should mingle with normal children in order to alleviate some of the unnaturalness caused by group segregations.

7. Tendencies of the new developments

For those who think we are heading too far and aiming too high for our guidance plan for elementary schools, may we remind them that to have education we must have guidance so that the individual be developed to the utmost of his capacity, and that he find his place in society. Further, that education begins at birth and that the tendency is to lower our educational ladder below the kindergarten to meet the needs of the pre-school age.

* The Hygiene of the School Child
Houghton, Mifflin Co. 1929

Terman and Almack
p. 90

** Ibid. p. 235

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(a) Nursery School

Educators are becoming aware that these nursery schools should be established because of the rather recent realization of the importance of early learnings on the child. Comparatively few know that the years one to five produce a child who has already acquired his own peculiar individuality, has become rather independent, senses whether or not discipline will be enforced, and whose personal habits have become fixed.

"The child learned more during the first five years than in any equal period of his life; and at the age of five, his character is well set," says Professor Seashore.*

Further, it is pointed out that psychological and clinical studies show that many of the fundamental traits of adults are traceable to experiences which they had in their earliest years. It seems true that emotional trends which originate in early childhood determine in large measure the personality of the individual in later life. Therefore it is contended that, if early emotional experiences can properly be controlled, society can well afford to organize schools for very young children.**

For the first few months the child needs no objective education. The best treatment is for the parents to leave him alone except for his physical welfare.** About the fourth month muscular co-ordination becomes perfected and he is seldom still. By the time a child is a year old, he moves around rather independently and his early cry is developing into language.***

As the next year goes on his locomotion becomes more active and accurate because of a shift in control of his muscles, which is

* A Child Welfare Research Station" Univ. of Iowa
Bull. 1916 No. 107 C. E. Seashore

** An Introduction to Child Study R. Strang
MacMillan Co. 1930 p. 72

***Ibid. p. 114

also accompanied by leaving the brain area free for further development. The speech organs are developed and the child understands what is said to him. The senses are all quite well developed and a period of curiosity and exploration sets in. During the fourth year, there is a marked increase in moral and mental development. His individual traits have already indicated the trend of character. The vocabulary has developed and now he can well express what he thinks. By the end of the fifth year, the developments of the previous years have continued and now the bonds are sufficiently well organized for formal education begin.

If in these years the child is under the supervision of trained teachers the habits and individuality are more likely to be formed in a positive manner. If he hears good clear English properly enunciated, his speech habits are likely to be less troublesome later. If he is acquainted and started, at this early age, with suitable stories, music and pictures, his taste is likely to be for the worthwhile.* In a word, he will be acquiring habits that will aid the progress of further development.

A typical program for a meeting of children of this age follows. It is a report of an activity developed in Denver** and is held while the parents are meeting in discussion groups. "A program that offers opportunity for well-rounded development is planned for the children. Learning situations are set up in-so-far as room facilities permit."

* Child Life and the Curriculum	J. L. Meriam
World Book Co.	1921 p. 340
**Character Education	Dept. of Superintendence
Tenth Yearbook	1932 p. 328

"The children's meeting schedule is as follows:

Inspection ten minutes, free play twenty minutes, story fifteen minutes, rhythm and game fifteen minutes, and dismissal ten minutes. The free play period gives opportunity for sharing and taking turns and for meeting difficulties. A feeling of responsibility is encouraged in the house-keeping period. The rest mat, made by the child's mother, has the child's insignia upon it, and the rest period is made as attractive as possible. The stories may have a health theme or may emphasize a desirable habit or a beauty of nature. The songs and games provide opportunity not only for music and rhythm, but also for motor coordination and for further socialization. Each child takes home from the circle something suggested by the story, for example, a paper Christmas tree which he has decorated."

Correlation with the school program is definitely provided for. Careful observation of habits and skills is made at each meeting, and a record is kept for each child. This, and the record of annual health checks, are turned over to the public schools (the program described is held under the auspices of a Congress of Parents and Teachers) when the child enters kindergarten.

Much interest is being shown in nursery schools and scientific workers interested in child development are centering their attention on the pre-school child. Much has been accomplished during the last decade as the statement of the United States Office of Education indicates:*

* Biennial Survey of Education Vol. I p. 64
Office of Education U. S. Dept. of Interior

"The children's meeting schedule is as follows:

Inspection ten minutes, free play twenty minutes, story fifteen minutes, games and songs fifteen minutes, and dismissal ten minutes. The free play period gives opportunity for sharing and taking turns and for working difficulties. A feeling of responsibility is encouraged in the house-keeping period. The rest time, made by the child's mother, has the child's interests upon it, and the rest period is made as attractive as possible. The stories may have a health theme or may emphasize a desirable habit or a beauty of nature. The songs and games provide opportunity not only for music and rhythm, but also for motor coordination and for further socialization. Each child takes home from the circle something suggested by the story, for example, a paper Christmas tree which he has decorated."

Correlation with the school program is definitely provided for. Careful observation of habits and skills is made at each meeting, and a record is kept for each child. This, and the record of annual health checks, are turned over to the public schools (the program described is held under the auspices of a Congress of Parents and Teachers) when the child enters kindergarten.

Much interest is being shown in nursery schools and scientific workers interested in child development are centering their attention on the pre-school child. Much has been accomplished during the last decade as the statement of the United States Office of Education indicates:

"But four nursery schools were reported as organized in or before the year 1920. In 1930 there were two hundred twenty-six schools. Of these, one hundred nine were reported to the Office of Education between 1928 and 1930, an increase of ninety-three percent."

(b) Kindergarten

The kindergarten takes care of the education of children usually from five to six years of age. In brief, the main object is to enrich the child's early experiences and to have the child learn to live by actually living such experiences.* Through the teacher, these experiences are so directed that elementary though valuable habits, attitudes, skills, and items of information are obtained.* Attention is paid to the formation of health habits and neatness habits.** It must be remembered that these early years are plastic in nature and the importance of right habit information cannot be discounted.

"It is not only possible to trace the roots of many of our most important adult traits back to the period of infancy, but it also must be noted that some of these traits often become so firmly established at the age of four or five years that they may persist practically unmodified throughout the remainder of our lives. As examples we may cite such traits and characteristics as temper, stubbornness, diffidence, grit, self-reliance, initiative, perseverance, candor, honesty, and deceit.***"

It is necessary to pay special attention to such formation of traits and spend considerable time breaking poorly

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| * Introducing Education | J. H. Blackhurst |
| Longmans, Green & Co. 1932 | p. 193 |
| **Physical Welfare of the School Child | C. H. Keene |
| Houghton Mifflin Co. 1929 | p. 44 |
| ***Problems of Education in the U. S. | C. H. Judd |
| McGraw, Hill Book Co. 1933 | p. 34 |

"and four nursery schools were reported as organized in or before the year 1930. In 1930 there were two hundred twenty-six schools. Of these, one hundred nine were reported to the Office of Education between 1925 and 1930, an increase of ninety-seven percent."

(b) Kindergarten

The kindergarten takes care of the education of children usually from five to six years of age. In brief, the main object is to equip the child's early experiences and to give the child from to five or six years of age such experiences. Through the teacher, these experiences are so directed that elementary thought, valuable habits, attitudes, skills, and forms of interaction are obtained. Attention is paid to the formation of healthy habits and mental habits. It may be mentioned that these early years are placed in nature and the importance of right habits is emphasized and is developed. It is not only possible to trace the roots of many of our most important social evils back to the period of infancy, but it also must be noted that some of these evils often become so firmly established at the age of four or five years that they may remain essentially unmodified throughout the remainder of our lives. As examples we may cite such traits and characteristics as timidity, shyness, diffidence, etc., self-liking, irritability, nervousness, candor, honesty, and deceit.

It is necessary to pay special attention to such formation of traits and good characteristics. Many pressing problems of the future will be solved by the kind of children we are raising today. The following table shows the progress of the kindergarten in the U. S. from 1900 to 1930.

Year	Number of Kindergartens	Number of Children
1900	1,000	10,000
1910	2,000	20,000
1920	4,000	40,000
1930	8,000	80,000

formed home habits by substituting right ones in their places. Learning is accomplished in the wake of active doing, and the initiative of the children in doing is encouraged. The beginnings of the tool subjects - reading, writing, and arithmetic - are introduced to the little children in the kindergarten.

8. Obstacles to be overcome

After a program of guidance has been planned and put into operation it must be carefully observed and adjusted. Continually there must be attempts to overcome the obstacles that are almost certain to fall in the path to progress. Such obstacles will arise within, but chiefly outside of the school - that is, the home and the community.

The usual lack of continuity and articulation between various units of the school system will be effective here as with all phases of school work until conscious attempts are made for creating understanding and unifying practices which would make the whole system a step nearer one unit instead of many.

The changing personnel of a school necessitates a possible weakness in the continuity of the guidance problem unless the replacements are quickly made thoroughly acquainted with the work.

The attitude of the principals greatly determines the effectiveness of the program in the particular school.

Finally, it is necessary to have the classroom teachers stand in the position of counselors - in fact if not in name -

to every child under their supervision and therefore have a real responsibility in making the guidance program effective.

Decidedly more difficult to cope will be the obstacles within the home. The broken home where parents are separated will furnish a big problem for the counselor. In the united home, follow up work will be difficult enough due to economic or social causes, but in the broken home the question is extremely difficult because of the extra problem of lack of interest for the child.

Poverty will be found a frequent obstacle. For example, the proper physical development of a child might call for expert medical advice and care entirely beyond the means of the parents. Another child with unusual gifts may need special education not offered by the community, but, which is too costly for the mother or father.

Then, there is the problem of parents who may believe that all labor is honorable but who believe that their children must aim at the professions. The counselor must have special qualities of being frank yet tactful in such cases.

Another problem is formed by verbal attacks linking a guidance program as another "fad" or "frill". While not much attention would be paid to such comments in normal times, in days of economic depression it is not difficult for such statements to gather momentum and capture popular fancy.

Other and very serious obstacles to school guidance will be the movie house and the places of questionable amusement which may exist.

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Other and very serious obstacles to school guidance
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ment which may exist.

VI. SUMMARY

It must be remembered that the heart of guidance work is the study and adjustment of the individual. To maintain the beating of this heart, it is necessary to have a program of guidance for the elementary school which includes: a careful classification and placement of pupils; a planned educational, social and vocational guidance program fitted to the needs of the pupils who comprise the school; and, a program of scientific diagnosis and treatment for the solution of pupil problems.

For children who have difficulty in adjusting themselves, the schools should provide scientific examination and diagnosis by physician, psychologist, and psychiatrist; home contacts through visiting counselors to advise expert treatment and remedial work when necessary.

By emphasizing the importance of success in the doing of appropriate tasks, and by systematic guidance, the schools foster the development of proper mental attitudes and the building of wholesome personality.

"To wait until a crisis develops and then attempt to remedy a maladjustment is too uneconomical a procedure to be tolerated. In the field of medicine, greatly increased emphasis is being placed on prevention as represented in periodical examinations, and programs of healthful physical activity. Similarly, in personal and social adjustment attention should be given to shaping the activities of the school to foster successful adjustment and to locating the beginnings of maladjustment. Remedial work is more effective in the early stages

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"To wait until a child develops and then expect to remedy a maladjustment is too unscientific a procedure to be tolerated. In the field of medicine, greatly increased emphasis is being placed on prevention as represented in periodic examinations, and programs of healthful physical activity. Similarly, in personal and social adjustment attention should be given to shaping the activities of the school to foster successful adjustment and to locating the beginning of maladjustment. Remedial work is more effective in the early stages

of development of disorder than after a crisis has arisen."*

In brief form, the principles which are necessary for the complete guidance of the elementary school child are these:

1. Each teacher learns about the needs and nature of guidance.
2. Each teacher understands she is a teacher of "pupils," not "subjects."
3. The chief interests of each pupil are discovered.
4. The abilities of each pupil are determined.
5. Each pupil's work is planned in the terms of his needs and abilities.
6. The pupil is encouraged to work to the extent of his abilities.
7. A complete case record of each pupil is kept and made available for use by any and all teachers interested.
8. Experts should be provided to counsel pupils on matters other than class work.

To institute a complete plan of guidance, we are mindful that Shakespeare expressed a deep thought when he said:

"If to do were as easy to know what were good to do, chapels had been churches, and poor men's cottages princes' palaces."**

-Shakespeare-

* Guidance in Secondary Schools Koos and Kefauver
MacMillan Co. 1932 pp. 363-64

**Apologies to Brewer. This quotation appears on the frontispiece of his new book "Education as Guidance."

of development of character, than after a crisis has passed."

In brief form, the principles which are necessary for the complete guidance of the elementary school child are these:

1. Each teacher knows about the needs and nature of his pupils.

2. Each teacher understands his role as a teacher of

"pupils," not "subjects."

3. The chief interests of each pupil are discovered.

4. The abilities of each pupil are determined.

5. Each pupil's work is planned in the terms of his

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"It is to do what we know what were good to do."

Shakespeare had been churches, and poor men's cottages, and

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